

DOCUMENT RESUME

ED 381 727

CG 026 217

AUTHOR Morpeth, Ruth W.; Lollis, Michelle M.
TITLE Keys to Success in Marriage and Other Important Relationships: A Curriculum for Students Grades 7-12.
INSTITUTION Dibble Fund for Marital Enhancement, Kensington, CA.
PUB DATE 93
NOTE 157p.
AVAILABLE FROM Dibble Fund for Marital Enhancement, 728 Coventry Road, Kensington CA 94707 (no charge for publication; \$12 shipping and handling).
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adolescents; *Course Descriptions; Curriculum Guides; Human Relations; *Interpersonal Relationship; Intimacy; Learning Modules; Lesson Plans; *Marriage; Relationship; *Secondary Education; Self Esteem; Teaching Guides

ABSTRACT

This course curriculum specifically addresses interrelationships in marriage and family life. The fundamental concepts that are discussed are also applicable in establishing good relationships with friends, teachers, and boy/girl friends. The course is organized around three key principles that have been identified as major factors affecting success in marriage and other personal and social relationships. These principles are expressed as needs--the need for commitment, the need for communication, and the need for caring--and it is assumed that success in fulfilling these needs is more likely to be achieved through instruction in specific skills, and through guided practice in applying these skills, rather than as a natural outgrowth of maturation. Practicing specific skill development is considered of primary importance in the utilization of course materials. Course goals include empowering students to develop sound life management techniques. Individual lessons are structured to provide students with practice in identifying problems, in recognizing potential problems, in communicating and listening effectively, in responsible decision making, and in recognizing and respecting individual difference. Major goals include the strengthening of self-esteem, self-confidence, and self-love in participants. (RJM)

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KEYS TO SUCCESS IN MARRIAGE AND OTHER IMPORTANT RELATIONSHIPS

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A Curriculum for Students Grades 7-12
The Dibble Fund for Marital Enhancement



A CURRICULUM DESIGNED TO HELP TEACHERS GUIDE STUDENTS IN DEVELOPING THE SKILLS
NECESSARY FOR ESTABLISHING SOUND INTERPERSONAL RELATIONSHIPS.

BY

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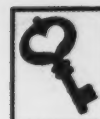


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FOREWARD

This course is about establishing good relationships with friends, families, teachers, boy/girl friends and eventually husbands/wives. We hope that the students will find it valuable now and throughout their lives, and that it will improve their chances for an eventual successful marriage, that is, happy and permanent. Many of the young people will have learned part of what we have to offer by observing good role models over the years, but we believe that they will benefit from the direct teaching of specific skills and techniques which research indicates are vital in generating and maintaining good interpersonal relations. It is hoped that those students who have not had opportunities to observe positive role models in their early years will develop insights which will help them to better understand their past and present experiences and give them increased control over their own lives.

In the past 20 years research studies into personal relationships have increased dramatically. The ability to communicate effectively has emerged as the dominant factor in the success or failure of a relationship, whether it is between friends, co-workers, parents and children, or husbands and wives. The main focus of this course therefore, throughout the units, is on interpersonal communication skills and techniques.

While much of the new knowledge coming from research is being applied to counseling programs for couples who are or plan to be married, or to couples or families in crisis, this program differs in that it is directed at youth in an attempt to aid them in developing methods for preventing crisis situations from occurring in these and other personal relationships.

Charles G. Dibble



PREFACE

Today's social system tends to provide greater freedom and expanded choices of all kinds for all members of the family unit who are capable of making decisions. Those decisions however, are not always based upon a thorough understanding of the situation itself, or the alternatives available. A major choice in establishing the family unit is that of selecting a spouse. It can perhaps be said that no other decision has a greater effect upon the stability, and indeed the survival, of the family unit, as well as its quality.

While historically mate selection has varied from that occurring with little or no apparent forethought, to those involving lengthy courtship or engagement periods, the key to stable marriages seems to be a result of the couple's ability to deal with stressful situations successfully.

Stability in the family structure has been impacted by the mobility of the nuclear family which has, in effect, removed emotional and other support mechanisms formerly supplied by members of the extended family and long-term community social relationships. Not only did extended families and other long-term relationships provide such support, but often they functioned as "teaching" units as well. As Glenn and Nelson (1989) have noted:

...massive changes in our culture...have undercut the family's ability to provide opportunities for young people to engage in an apprenticeship of *habilitation* to prepare them for life...[and] instead of the stability and familiarity our grandparents knew, we are faced with the need to adapt to ever fluctuating conditions...Nowhere is...[the resulting] stress...more evident than among American families and young people.

At the same time as these support mechanisms have essentially disappeared, additional stresses have been added to the traditional and inherent frictions generated by newlyweds learning to live harmoniously and productively together. Often, both members of the new unit must or desire to work outside the home, so there is a resulting change in individual responsibilities within the home. While this may at first seem to be a negative factor in a successful marriage, it can in fact be a strong positive factor in forming a close-knit mutually respectful partnership. Although longer life spans brought about by medical advances do not at first appear to be a handicap in a successful marriage, there are potential hardships for which a young couple must be as prepared as possible. These include caring for an elderly relative, a handicapped child, or indeed, each other, since the marriage is assumed to be a long lasting one.

The intent of this course is not to answer all questions, but to provide a sound basis from which individuals who will be searching for a compatible marriage partner can make responsible decisions. The course has been developed with the assumption that the background knowledge and skills necessary for maintaining stability and happiness in situations involving close interpersonal relationships, such as in school, in the workplace, and in the family, *can be taught*.



ACKNOWLEDGEMENTS

This program has been developed with the encouragement and support of Charles and Helen Dibble and the Dibble Marriage Enhancement Fund. We also appreciate the assistance of Kay Reed, as well as her care and concern which enabled us to complete the project. We would also like to acknowledge the support of Steve Lehnhof, Chuck Berlingari, Chuck Copeland, and Maria Guerrero who along with Kay comprise the Dibble Marriage Enhancement Fund Board.



INTRODUCTION

While this course specifically addresses interrelationships in marriage and family life, the concepts introduced are fundamental and therefore applicable to other social situations as well. Developing and nurturing sound social relationships are important aspects of health education and lifelong health care. Anderson and Guernsey (1985) have stated that:

Every human person is in some way connected to another person or persons. This is a necessary social reality...for being connected means being human, and being human means being part of a family.

Our connections to others vary in strength, intensity, and the effect they have on our lives. Some are positive, giving us support, joy, and hope; some are negative, crushing our spirits and limiting our potential. In this course we will explore some of these connections in the context of the human family. The bulk of available literature is culturally limited, being primarily oriented toward the Eurocentric family tradition. Society in the United States, however, is in the process of rapid and radical cultural change and it is important that we especially, as teachers, not be blinded by cultural bias.

This course is organized around three key principles that have been identified as major factors affecting success in marriage and other personal and social relationships (Dinkmeyer & Carlson, 1984; Mayhall & Mayhall, 1990; Glenn & Nelson, 1989; Noddings, 1984). These principles are expressed as needs, and it is assumed that success in fulfilling these needs is more likely to be achieved through instruction in specific skills, and through guided practice in applying these skills, rather than as a natural outgrowth of maturation.

- (1) The need for commitment
- (2) The need for communication
- (3) The need for caring

Practice in specific skill development is felt to be of primary importance in the utilization of course materials. It is the active participation of students in the learning *process* that should be encouraged throughout the course. Glenn & Nelson (1989) have gone so far as to say "lack of [practice in attaining] strengths in skills and capabilities [necessary in developing a meaningful self-role] threatens the potential of our young people today."

Course goals are directed toward empowering students with the ability to develop sound life management techniques. Individual lessons are structured to provide students with optimum benefits through practice in identifying problems, in recognizing potential problems, in communicating (and listening) effectively, in responsible decision-making, and in recognizing and respecting individual differences. Major goals include the strengthening of self-esteem, self-confidence, and self-love in participants, since these strengths are presumed to provide the necessary foundation for forming positive relationships with others.

Instructors need to be aware that in the process of teaching some lessons, questions related to sexuality may arise. The content of this course does not address these topics. It was determined through preliminary research that sexuality issues were commonly dealt with by schools in the health curriculum, by professionals specifically trained to do so. Students should be made clearly aware of the goals and objectives of *this course*, as well as its limits, from the beginning of instruction.



INTRODUCTION

A classroom environment conducive to free and open discussion is necessary if this curriculum is to function successfully. Instructors should be able to establish a strong bond of trust with students, and be prepared to deal appropriately with the psychological or personal needs of students which may surface during discussion. Instructors should be familiar with the techniques of guided discussion, cooperative learning, role playing, and other instructional methods employed in unit lessons, and understand and be able to use methods of qualitative evaluation. Ideally, class size should be between fifteen and thirty students, with one instructor or a two-teacher team.

Specific videos form the basis for much of the discussion and activities in several of the lessons in this program. These videos are available on loan as part of the curriculum package. An excellent publication from ERA Associates/Network Publishers, *Entering Adulthood: Living in Relationships*, is also included in the package. Several lessons in Unit 6A were drawn in large part from ideas in this manual with the permission of the publisher.

To arrange for the loan of the videos used in this curriculum, please contact Kay Reed, Dibble Fund for Marital Enhancement, 728 Coventry Lane, Kensington, CA 94707. Phone (510) 528-7215, Fax (510) 528-1956.

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	Using your creative brain <i>(For use with Differences Unit, Lessons Four and Five)</i>		
	Communication: The person to person skill <i>(For use with Communication Unit, Lessons One and Two)</i>		
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HANDBOOK

FOR

TEACHERS



STRUCTURE OF THE COURSE

This course is designed to be taught in units, and will function best if the units and lesson sequence is maintained. Lessons are structured for flexibility. It is expected that teachers will incorporate materials and motivators which they discover on their own, which are suitable for their particular groups, and which fulfill the lesson purpose as indicated by the Overview.

It is felt that a minimum of thirty class hours over a period of six consecutive weeks, as in a summer school program, is necessary for course coherence. Ideally, the full program requires seven to nine weeks of hour-long sessions held five times a week. Content is flexible, and may be extended or in some instances specific lessons may be successfully integrated into other subject areas. The units may be taught in individual blocks, but the goals and objectives are predicated on the completion of the entire program, since these are viewed as cumulative.

Lessons have been designed so that evaluation of student achievement is more qualitative than quantitative, more concerned with process, and continuing growth than in a specific measurable product. As Glenn and Nelson (1989) assert, "we can prepare our young people to have the tools, the capabilities and the beliefs of the learner...[so that they] can then use [their] own wisdom to apply the knowledge [gained] to [their] own life situation (1989, 14-15)." Cognitive learning and participation skills can be objectively assessed through analysis of written work and group activities. Students' expression of personal beliefs or feelings should not be graded. Objectives of the course include, but are not limited to, enabling students to:

- identify components of meaningful relationships
- identify components of healthy family relationships
- assess healthy friendships and dating relationships
- assess their own talents and competencies in a positive manner
- set reasonable short and long term goals for themselves

In keeping with the qualitative approach, lessons emphasize learning through discussion, personal commentaries (both oral and written), cooperative learning activities, observation and analysis, and other process-oriented teaching/learning experiences. Student questions should be encouraged. Homework assignments have been limited to those which extend the lesson purpose, or lead into a new lesson, and actively involve students in their own learning.

Whenever possible, visual and/or other support materials have been suggested for lessons. These act as motivators for discussion, or provide the basis for the lesson. It is hoped that teachers will be alert to other such materials as they become available, and thoroughly investigate them for their pertinence, and suitability for their students. Guest speakers are also an important resource for this program if they are well-chosen. Such speakers can provide students with important insights into their own behavior or situation, emphasize key points, or serve as examples of successful coping experiences. *Speakers should be chosen with great care*, and they should be given clear and specific guidelines regarding their roles.

INSTRUCTIONAL STRATEGIES



In addition to the traditional methods of lecture and direct teaching, the success of this program depends upon optimum use of the interactive teaching strategies described below as well as effective use of daily journals.

1. Discussion.

Discussion can be with the whole class or in small groups. Motivators can include short stories, case study examples, video tapes, or personal experiences. In order for students to share ideas and thoughts in a group, a safe, comfortable learning environment must first be created, and guidelines must be established. Disagreements should not be allowed to disintegrate into personal attacks, but instead should focus on the statements and facts expressed. All students who wish to contribute to the discussion should be given encouragement and an opportunity to do so. In small groups, the position of chairman should be rotated so that leadership skills can be learned and practiced. Sometimes it is helpful if the teacher designates an "x" chair beforehand which makes the choice of leader arbitrary. Discussion is a valuable teaching strategy and some form of it can be found in most lessons in this program.

2. Roleplaying.

Roleplaying activities should be short. A five minute maximum time frame is a good rule of thumb. Roleplaying can be developed spontaneously from situations which present themselves during discussion, or from prepared skits or situations which involve specific concepts or behaviors to be learned. Students may want to form groups to present roleplays, or even more elaborate skits they have written themselves. Simple props may be used to enhance the action. Give students sufficient time to develop the roleplay, according to its (and your) educational purpose.

3. Brainstorming.

Brainstorming focuses on a particular issue, concept, or topic. The teacher's job is to write all ideas and opinions, no matter how far-fetched they may seem, on the chalkboard or a large piece of butcher paper. When the preset time limit has been reached, or it appears that no more suggestions will be forthcoming, an analysis of the results should occur. Contributions can be categorized according to logic, appropriateness, or some other factor determined by the group, or eliminated if repetitious. Decisions should be the result of critical thinking rather than being judgmental. Also see "Clustering", Unit 5, Lesson 2, page 94.

4. Journal Writing.

Rules for writing in journals vary according to the teacher's goals and objectives. In this program journals serve as diaries, forums for students' opinions, factual responses to specific queries by the teacher, and opportunities for creative thought. The teacher should make clear to students the purpose of each journal entry, and the kind of evaluation which will be applied to it, if any. Diary-type entries, and very personal self-analyses should not be graded for content, and students should have the right to expect that such entries will not be read unless they request it. Journals will allow each student to observe his or her own personal growth.

5. Portfolio.

Collection of the best of a student's work compiled over a certain period of time. Can be used as a method to evaluate student learning. (sometimes referred to as "Evaluation Portfolio" to emphasize its major purpose in this curriculum)

INSTRUCTIONAL STRATEGIES



6. Quickwrite.

Writing process designed to record a student's thoughts about a particular topic. Students write for a set time period, usually five to ten minutes, with the goal of recording all their thoughts about the given topic. Mechanics and spelling are unimportant in this type of brainstorming activity.

7. Cooperative groups.

Teacher or student directed grouping of three to five students. Work done by cooperative groups involves individual and group accountability, equal opportunities to achieve mastery of a new concept, and the sharing of ideas for the advancement of the whole group. Some activities involve compromise, while other activities utilize the divergent ideas of all group members.

8. Vocabulary.

Vocabulary listed at the beginning of each lesson is pertinent to the lesson or unit and is defined within the lesson and/or in the list of definitions provided for the program. Italicized vocabulary words are deemed especially important to the unit and the overall program. These should be reviewed frequently.



DEFINITIONS

Abstinence: avoidance of sexual contact.

Basic needs: requirements for sustaining life and promoting physical, mental, and psychological growth. (See Maslow's hierarchy of needs below).

Basic needs of the self: (Maslow's hierarchy of needs).

- self -actualization
- self-esteem
- love and affection
- safety and security
- physiological needs

Birth or place order position: the place a person holds in the relation to other siblings in a family.

Character: the detectable expression or distinctive quality in an individual that is the result of the action of a gene or group of genes inherited by the individual. Closely related to personality and interchangeable in some dictionary definitions.

Characteristic: distinguishing traits or qualities that are inherited.

Checking questions: saying back the information you get to verify it.

Clarifying questions: questions you ask when you don't quite understand what was stated.

Commitment: entrusting oneself to another.

Communication: the verbal and non-verbal sharing of ideas, information, and feelings; includes listening and perceptual skills.

Compatible/compatibility: the ability to get along well with others.

Complete love: a love consisting of intimacy, commitment and passion.

Congruent: to express what we are feeling and experiencing at the moment.

Cooperation: getting along with others for mutual benefits.

Courage: willingness to be open, honest, and risk rejection.

Culture: a blend of the influences of the people in your home, city, state, and nation.

Dependency: a relationship in which one partner delegates the responsibility for his or her emotional or physical well-being to the other.

Dissolution: a legal way to end a marriage in which the marriage partners decide the conditions of settlement.

Divorce: a legal way to end a marriage in which a judge decides the conditions for settlement.



DEFINITIONS

Ecological: having to do with the interrelationships of organisms and their environments.

Empty love: a love consisting of commitment- without intimacy or passion.

Environment: everything that is around you, and its influences upon you.

Extended family: a family that includes in one household near relatives in addition to a nuclear (immediate) family.

Fact: the quality of being real or actual.

Fantasy love: a love consisting of passion and commitment-without intimacy.

Flexibility: allowing for an unexpected change within a relationship.

Habilitation: the process of growing from weak to strong, from dependent to independent, from incapable to capable.

Heredity: transmission of traits from generation to generation.

Honesty: showing perceptions and feelings without deceptions.

Horizontal: moving from left to right.

Ideology: a theoretical or systematic group of concepts or ideas especially about human life.

Infatuation: completely carried away by passion or attraction.

Insight: discernment; the act or result of apprehending the inner nature of things.

Interrelationships: mutual or reciprocal or parallel relationships.

Intimacy: relating with another on a most personal and private level.

Invitation: a signal that a person wants to relate to another.

Jealousy: fear of losing someone's love.

Milieu: place, location, environment, or setting.

Miscommunication: not understanding the intent of what was communicated.

Networks: two or more individuals who engage in dialogue about the world and the life they are living and who occasionally collaborate to achieve some mutually desirable end, e.g. friendship to collaborate, teach, affirm, encourage.

Nonverbal: communication expressed or transmitted by body language.



DEFINITIONS

Nuclear (immediate) family: a family group that consists only of father, mother, and children.

Opinion: a belief or conclusion held with confidence, but not substantiated by positive knowledge or proof.

Paraphrasing: checking what you hear by putting it into your own words.

Passion: extreme compelling emotion, either love or anger.

Perception: intuitive cognition; a capacity for comprehension usually based on prior experience.

Personality: an individual's unique pattern of characteristics; a blend of one's physical, mental, and emotional traits which are influenced by heredity, environment, culture, and self-concept.

Philosophy of life: a holistic or overall vision of life or an attitude toward life and its purposes, which reflects one's values.

Prioritize: to list or rate in order of precedence or preference.

Proximity: closeness.

Psychological atmosphere: the atmosphere of the family you grew up in.

Reflection: looking back on, or reviewing aspects of one's life.

Rejection: to refuse to accept, recognize, or make use of; repudiate.

Relationship: kinship; a romantic or otherwise close attachment.

Remarriage: marriage of two persons in which at least one has been married previously.

Response: reaction to an invitation to relate to another.

Responsibility: the quality or state of being accountable.

Responsibility for self: each individual within a relationship strives to be the best she or he can.

Roadblocks: things a person does to block communication.

Romantic love: a love consisting of intimacy and passion.

Satire/sarcasm: sharp or ironic or contemptuous utterances designed to cut, hurt, or give pain.

Self-acceptance: liking and accepting the person you are.

Self-concept: all the beliefs you have about yourself. (Ideal self; public self; private self)

Self-esteem: one's sense of personal worth.



DEFINITIONS

Separation: an agreement made by a married couple to live apart, usually decided upon because of marital problems. (legal definition)

Sexual intimacy: expression of sexual feeling through intimate sexual behavior

Siblings: individuals having at least one parent in common.

Similarities: quality of being alike in some aspect of personality or interest.

Spiritual: having to do with the enhancement of inner growth, with the nonmaterialistic, idealistic, intangible, ethical and/or visionary aspects of one's experiences and philosophy.

Support group: a group organized to prevent and/or deal with problems of its members.

Tone: the pitch of a word used to determine its meaning or to distinguish differences in meaning.

Trust: assured reliance on the character, ability, strength, or truth of someone else; having faith that both partners are working toward a positive relationship.

Values: those things that are desirable or important to you, e.g. honesty, loyalty, and which influence your thoughts, goals, decisions, and actions.

Verbal: communication expressed or transmitted in speech.

Vertical: moving in an upward or downward motion.

LESSONS 1-6

OVERVIEW

This unit will offer students experiences which will provide them with insights into their own uniqueness. Expected student outcomes include demonstrating knowledge of factors which contribute to a person's uniqueness, and demonstrating the ability to determine ways in which their own uniqueness influences personal decision-making.

LESSON 1: WHO AM I?

Overview: The purpose of this lesson is to discover, through discussion and brainstorming, the kinds of things that make one a unique person. It is expected that students will be able to list factors that make them unique, categorize them, and verbalize and/or write about them autobiographically, by the end of the unit. This lesson is based on the question, "What would I have to know in order to truly understand who I am?" Important issues to be identified are: Family culture and heredity, era and generation, environment, place order among siblings, spiritual gifts and talents, personality and character.

LESSON 2: GENERATIONS WITHOUT "GAPS"

Overview: This lesson is an exploration of the effects heredity, culture, environment, era and generation have on an individual's uniqueness.

LESSON 3: CHOICES

Overview: The purpose of this lesson is to help students identify those factors in their lives which influence their decisions, goals, and priorities. These include hereditary factors such as special abilities and talents as well as environmental influences including historical events, family lifestyle, and personal trauma (such as a handicapping injury).

LESSON 4: HOW DO I THINK?

Overview: Activities in this lesson are designed to help students recognize that there are alternative modes of thinking and arriving at solutions, and to provide ways in which they can analyze their own thinking patterns.

LESSON 5: YOU ARE A CHARACTER!

Overview: In this lesson the difference between character, characteristics or traits, and personality will be explored. Students will be provided with guidelines in regard to those factors in their uniqueness and that of others, which can be modified, and those which are resistant to modification.

LESSON 6: YOUR THREE SELVES

Overview: In this lesson, previous learnings will be reviewed in the context of each student's "three selves". These are the public self, the private self, and the ideal self.

LESSON 1: WHO AM I?

OVERVIEW

The purpose of this lesson is to discover, through discussion and brainstorming, the kinds of things that make one a unique person. It is expected that students will be able to list factors that make them unique, categorize them, and verbalize and/or write about them autobiographically, by the end of the unit. This lesson is based on the question, "What would I have to know in order to truly understand who I am? Important issues to be identified are: Family culture and heredity, era and generation, environment, place order among siblings, spiritual gifts and talents, personality and character.

VOCABULARY

sibling
heredity/culture
environment
spiritual/gifts
personality
characteristic

generation
talents
era
role model
unique
character

MATERIALS AND EQUIPMENT

Overhead projector, pens, and transparencies; students will need writing paper, pens, scratch paper, pencils, dictionary, journals.

INTO THE LESSON

1. Defining "unique." (Use the overhead or chalkboard and note students' definitions; come to a consensus for all to copy in their personal dictionaries.)
2. Brainstorm the question, "What would you have to know in order to truly understand who you are?"

Purpose: to group the brainstorming results using the six italicized vocabulary word as headings. Physical characteristics,

for example would be listed under heredity/culture; talents, spiritual gifts, and traits under character.

THROUGH THE LESSON

Activities

1. Play the game, "Who Am I?" On a 3"x 5" card each student will write one or two sentences describing himself/herself using specific traits, talents, or other reasonable factors. Cards are collected and read aloud. Students try to identify the individual described by asking yes/no questions of the teacher or whoever is holding the card to be identified, e.g. "Is it _____?" Questioners are allowed only one guess each. A limit should be set on the number of questions permitted to determine the identity of the person described.
2. Students will write a factual description of themselves using any of the factors discussed as guides.

Evaluation

Evaluation will be based on participation and appropriateness of responses in review of major concepts; written work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will observe family and/or friends to discover a gift or talent that makes that person "special". Spiritual gifts might be a sense of humor, gentleness, thoughtfulness, etc.; talents might be in visual or performing arts, physical education, or math, for example. Emphasis on the positive factors.

notes

LESSON 2: GENERATIONS WITHOUT "GAPS"

OVERVIEW

This lesson is an exploration of the effect heredity, culture, environment, era and generation have on an individual's uniqueness.

VOCABULARY

sibling	generation
heredity/culture	talents
environment	era
spiritual/gifts	role model
personality	unique
characteristic	character

MATERIALS AND EQUIPMENT

"Situation" cards. Students will need their journals and pens or pencils.

INTO THE LESSON

1. Discussion question: In what ways does your historical time period (era in which you were born and live) and your generation affect your attitudes, viewpoints, actions, activities, potential for the future? (Students should consider their feelings about illness, recreation, work, political issues, responsibilities, material possessions, etc. as these differ from those of parents and grandparents for example).

2. Discussion question. In what way(s) do you think an individual's heredity, culture, and environment (i.e. home, school, community) affect the decisions an individual makes?

THROUGH THE LESSON

Activities

1. Share homework observations.
2. Divide the class into cooperative groups according to the number indicated on the situation cards. (Located at the end of this

lesson). Each group represents a family in a particular historical era and environment, with a problem to solve.

3. Cooperative groups share their problem solutions; class comments and questions are invited.

Evaluation

Evaluation is based on participation, cooperation, and shared insights.

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will consider a "best" vacation and compare it with a "best" vacation idea of someone from a generation other than their own, without indicating their own choice. This may be an "ideal" vacation or simply an attainable vacation of choice.

notes

SITUATION CARDS FOR LESSON 2*

Card 1:

Depression family, leaving Oklahoma in the family truck. What things would be important to take?

Five Member Family

Card 2:

World War II family, father drafted, mother must work in factory, gasoline and other things in shortage. What would you be doing differently?

Four Member Family

Card 3:

Pioneer family on a ranch. The men must herd the cattle to the stockyard, a week's trip. What would be the responsibilities of others in the family?

Five Member Family

Card 4:

Mother is raising children alone. Grandparents are living with this family. What conflicts might arise and how could you help make this work?

Five Member Family

Card 5:

You are a teenager, in a family with one other teenager and two very young children (primary age). How could the family's two-week vacation be made enjoyable for all?

Six Member Family

Card 6:

You, a teenager, have been enjoying "only child" status. Your parents decide to adopt two children, a few years younger than you are, from another country. What could you do to support your parents' decision and maintain a good relationship with them?

Three Member Family

Card 7:

Your parents, both teachers, have recently lost their jobs. They have new positions in another district but the family must sell the house and move. You have one more year in high school and your brother (or sister) has three years. How can all of you work together to support each other in the difficult decisions that must be made?

Four Member Family

*"Situations" should be planned and developed so that they are appropriate for the student group targeted. The seven situations described are intended as examples only, and may be amended and/or others added.

notes

LESSON 3: CHOICES

OVERVIEW

The purpose of this lesson is to help students identify those factors in their lives which influence their decisions, goals, and priorities. These include hereditary factors such as special abilities and talents as well as environmental influences including historical events, family lifestyle, and personal trauma (such as a handicapping injury).

VOCABULARY

<i>heredity</i>	<i>personality</i>
<i>environment</i>	<i>character</i>
<i>role model</i>	<i>spiritual gifts</i>
<i>talents</i>	<i>lifestyle</i>
<i>era</i>	

MATERIALS AND EQUIPMENT

Overhead projector, pens, and transparencies. Students will need writing paper, pens, scratch paper, pencils, dictionaries, journals. The teacher will need pictures, news articles, or short stories which emphasize aspects of living which have had or are likely to have an effect on an individual's priorities, decisions, or goal choices. The emphasis may be historical, e.g. the attack on Pearl Harbor changed the goals of many people; it may be personal trauma, e.g. Helen Keller's illness limited her choices; it may relate to the family's life styles, e.g. a parent's job loss.

INTO THE LESSON

1. Discuss "homework" assignment, particularly in regard to insights into why generations other than their own hold particular points of view. Work toward developing understanding in interactions between generations.

2. Present the following words and their definitions to be added to their personal dictionaries: character, environment, heredity, personality, lifestyle.

3. Quickwrite: Present your five-year plan, that is where you see yourself in five-years. Indicate one or more traits, talents, or abilities that you feel you have that will help you reach your goal, and the person(s) that you believe will support you in your efforts. (Naming the person or persons is not necessary.) For portfolio.

THROUGH THE LESSON

Activities

1. Discuss heredity and identify those aspects of character and personality that are related to heredity. Ask: What is the relationship between heredity, character, and characteristics, if any? Draw out the fact that these aspects of an individual are gene-controlled, and basically unalterable - although contacts can make brown eyes blue, etc. How do inherited characteristics affect one's choices or decisions? (Being short might help one decide against a career in pro basketball.)

2. Develop the position that circumstances in the environment, which vary, also affect individuals' choices. Discuss opportunities for talent development, choice of role models, "inner" experiences, economic conditions, etc. Discuss goal-setting and goal changing. Emphasize that changing one's goals because circumstances have changed is a positive decision, presenting new opportunities.

3. Using one or more appropriate pictures, articles, or short stories discuss ways in which the circumstances might affect the choices, decisions and goals of individuals concerned. (Some sports figures who have

notes

LESSON 3: CHOICES

had debilitating experiences with drugs or alcohol now spend time, energy and money warning youth against substance abuse — an example of reacting positively to a negative experience.)

Evaluation

Discuss insights gained from activity 3 and review vocabulary terms. Choose a role model and write your reasons for choosing this person.

BEYOND THE LESSON

Integration and/or Extension Ideas

Find a newspaper or magazine article that describes the lifestyle or goal changes an individual made following a change in his/her circumstances.

notes

LESSON 4: HOW DO I THINK?

OVERVIEW

Activities in this lesson are designed to help students recognize that there are alternative modes of thinking and arriving at solutions, and to provide ways in which they can analyze their own thinking patterns.

VOCABULARY

factual	logical
intuitive	emotional
principles	empathize
values	impersonal

MATERIALS AND EQUIPMENT

Overhead projector, pens, and transparencies. Students will need writing paper, pens, scratch paper, pencils, dictionary, personal dictionaries, journals.

INTO THE LESSON

1. Discuss how you might feel or act if you were another family member - empathize. Quickwrite for journals.
2. Put vocabulary words on the board (not in above order) and ask students to pick the opposites and pair them, giving their reasoning.

THROUGH THE LESSON

Activities

1. On the board write "factual" and "intuitive". (Students will write these words on paper.) Using the overhead projector show words which fall in these categories and have the students determine which words belong under each heading. (List follows at the end of the lesson.)

2. Students will share aloud the terms they listed under each heading and justify their choices if there is a disagreement. Answers may not agree with list provided; none should be considered wrong if the reasoning is sound - a dictionary may resolve the conflicts.

3. Explain that individuals think both factually and intuitively (the aha! method) but most of the time one method dominates.

Pass out copies of "How Our Thinking Mode Affects Our Responses". Ask students to write, in about 100 words, whether they believe they usually think factually or intuitively, and why they believe that is their dominant way of thinking. (For portfolios.)

Evaluation

Evaluation is based on participation and written work for portfolios.

BEYOND THE LESSON

Integration and/or Extension Ideas

Observe family members and/or friends to see if you can determine whether they tend to be factual or intuitive thinkers. Be particularly observant when conflicts or disagreements occur to see if you can determine whether the thinking modes might be responsible for misunderstandings or different points of view.

notes

LESSON 4: HOW DO I THINK?

Ways of Thinking

<i>Factual</i>	<i><Keywords></i>	<i>Intuitive</i>
deduction		patterns
details		future
present (now)		imaginative
practical		innovations
facts		random
sequential		hunches
repetitive		variety
determination		anticipation
same/similar		inspiration
verify		change
collect facts/data		invent
observe details		synthesize theories
formality		detect possibilities
plans thoroughly		informality
		spontaneous

notes

HOW OUR THINKING MODE AFFECTS OUR RESPONSES

Intuitive, feeling persons...

1. May take criticism of their ideas more personally than was intended, so take their feelings into account when telling them something.
2. Do not take teasing well - they take it personally every time.
3. Tend to over commit themselves because it's hard for them to say "No" - especially when someone needs help.

Factual, objective persons...

1. Need more understanding and support in the *emotional* area because the feeling side of life tends to be unfamiliar to them.
2. Will think more about what they are doing or thinking than how they are feeling and may neglect to ask other people how they are feeling.
3. May show love more by doing things than by thinking deeply about other's emotional state or desires.
4. Are often linear learners and will appreciate being led through a topic step by step.

LESSON 5: YOU ARE A CHARACTER!

OVERVIEW

In this lesson the difference between character, characteristics or traits, and personality will be explored. Students will be provided with guidelines in regard to those factors in their uniqueness and that of others, which can be modified, and those which are resistant to modification.

VOCABULARY

sibling	solitary
environment	heredity/culture
personality	spiritual/gifts
extroversion	characteristic
gregarious	introversion
generation	talents
era	role model
unique	character
expressive	reflective

MATERIALS AND EQUIPMENT

Students will need pens, pencils, scratch paper, lined paper; teacher will need a recording of "The Greatest Love of All", sung by Whitney Houston.

INTO THE LESSON

1. Ask (for purposes of discussion): What does the phrase "having the courage to be imperfect" mean? Write ideas on the board. Ask: What is the difference between "courage to be imperfect" and "defeatism". Bring out the fact that we all do not have the same talents and abilities or heredity, that perfection is not a reasonable goal - goal setting should be in achievable increments, and that the courage to be imperfect implies loving yourself. Defeatists, on the other hand, may not accept challenges, may avoid them, may not be able to accept imperfection in themselves, and are not likely to try again if they fail the first time.

2. Ask: What are the characteristics or traits which are hereditary, and unlikely to be amenable to change? What characteristics are environmental, but probably can't be easily changed, if at all? (Those generated by family situation, which may include philosophical, cultural, religious, and other learned and practiced points of view or actions/activities).

3. Your character and personality are to a great extent shaped by forces outside your control. You can, however, control your own behavior if you understand the reasons behind it.

THROUGH THE LESSON

Activities

1. Liker Scale: pass out copies of logic/emotion, introvert/extrovert characteristics and organized/free spirit characteristics, found at the end of the lesson. Students will indicate on a scale of 1-6 their self-concept in regard to each word. They will determine their dominant behavioral characteristics/ personality traits: a large number of 3's and 4's indicates a tendency to be centrist or likely and able to choose according to mood or circumstance.

2. Anyone who wishes to share results of (1) may do so, but it is not necessary.

3. The Liker Scale choices are personality traits which can be modified, with self-discipline and practice in "acting" rather than "reacting", e.g. "molding" one's character deliberately.

Evaluation

1. Quickwrite: Choose from 1-3 characteristics from the Liker Scale groups, in which you were a 5 or 6 and indicate ways in which you might come closer to a 3-4.

notes

LESSON 5: YOU ARE A CHARACTER!

(These will go in students' portfolios, and may or may not be discussed at the teachers discretion).

2. Listen to "The Greatest Love of All" and discuss its meaning. Any song, poem, etc. may be used providing the concept remains the same.

BEYOND THE LESSON

Integration and/or Extension Ideas

Practice self-discipline and non-reactive responses at home.

notes

PERSONALITY INVENTORY

For each word in each group, circle the number which most accurately describes the way you see yourself, with 6 being the most like you and 1 being the least like you.

A	thinking	1	2	3	4	5	6
	head	1	2	3	4	5	6
	feeling	1	2	3	4	5	6
	justice	1	2	3	4	5	6
	heart	1	2	3	4	5	6
	harmony	1	2	3	4	5	6
	cool	1	2	3	4	5	6
	caring	1	2	3	4	5	6
	personal	1	2	3	4	5	6
	empathize	1	2	3	4	5	6
	impersonal	1	2	3	4	5	6
	persuasive	1	2	3	4	5	6
	analyze	1	2	3	4	5	6
	precise	1	2	3	4	5	6
	values	1	2	3	4	5	6
	principles	1	2	3	4	5	6
B	active	1	2	3	4	5	6
	inward	1	2	3	4	5	6
	reserved	1	2	3	4	5	6
	outward	1	2	3	4	5	6
	reflective	1	2	3	4	5	6
	sociable	1	2	3	4	5	6
	gregarious (likes groups)	1	2	3	4	5	6
	private (likes solitude)	1	2	3	4	5	6
	few	1	2	3	4	5	6
	depth	1	2	3	4	5	6
	many	1	2	3	4	5	6
	quiet	1	2	3	4	5	6
	breadth	1	2	3	4	5	6
	expressive	1	2	3	4	5	6

PERSONALITY INVENTORY

C judgment	1	2	3	4	5	6
perception	1	2	3	4	5	6
flexible	1	2	3	4	5	6
flow	1	2	3	4	5	6
structure	1	2	3	4	5	6
organized	1	2	3	4	5	6
control	1	2	3	4	5	6
experience	1	2	3	4	5	6
curious	1	2	3	4	5	6
decisive	1	2	3	4	5	6
spontaneous	1	2	3	4	5	6
deliberate	1	2	3	4	5	6
closure	1	2	3	4	5	6
openness	1	2	3	4	5	6
wait	1	2	3	4	5	6
plan	1	2	3	4	5	6
deadlines	1	2	3	4	5	6
discoveries	1	2	3	4	5	6
process-oriented	1	2	3	4	5	6
product-oriented	1	2	3	4	5	6

CHARACTER AND PERSONALITY INVENTORY COMMON CATEGORIES

A. Character and Personality I

<i>Logic</i>	<Key Words>	<i>Emotion</i>
thinking		feeling
head		heart
justice		harmony
cool		caring
impersonal		personal
analyze		empathize
precise		persuasive
principles		values

B. Character and Personality II

<i>Extroversion</i>	<Key Words>	<i>Introversion</i>
active		reflective
outward		inward
sociable		reserved
people (gregarious)		solitude (private)
many		few
breadth		depth
expressive		quiet

C. Character and Personality III

<i>Organized</i>	<Key Words>	<i>Free Spirit</i>
judgment		perception
organized		flexible
structure		flow
control		experience
decisive		curious
deliberate		spontaneous
closure		openness
plan		wait
deadlines		discoveries
productive		receptive

* Students should check their own responses against the common (or usual) categories to determine insights into their own characters and personalities. Results may be kept in portfolios.

This inventory has been formulated from information presented in Mayhill & Mayhill (1990) and other sources.

LESSON 6: YOUR THREE SELVES

OVERVIEW

In this lesson, previous learnings will be reviewed in the context of each student's "three selves". These are the public self, the private self, and the ideal self.

VOCABULARY

sibling	solitary
environment	heredity/culture
personality	spiritual/gifts
factual	characteristic
intuitive	logical
extroversion	emotional
gregarious	introversion
generation	talents
era	role model
unique	character
principles	empathize
values	impersonal
expressive	reflective

MATERIALS AND EQUIPMENT

Overhead projector, pens, transparencies; students will need lined paper, pens, scratch paper, pencils. The teacher will need a recording of "The Greatest Love of All", sung by Whitney Houston, or another choice which fits the concept.

INTO THE LESSON

1. Review vocabulary, main concepts of the unit. Check for understanding.
2. Present the statement: "Of all my family's relatives I like myself the best." Discuss: (1) why this is important to do and is not selfish; (2) whether students find liking themselves easy or difficult; (3) when in particular they like themselves or do not like themselves (e.g. when they fail to meet their own standards, or standards someone else has set for them).

3. Present the concept of the three selves: the ideal self, the public self, and the private self. These selves are part of your self-concept and self-image. The ideal self is composed of the goals you set for yourself; the public self is the face you put on and the actions you engage in in order to make a specific kind of impression on those observing you (friends, parents, teachers, etc.); your private self includes your hopes, fears, worries, etc. that in most cases you do not share with anyone except a very trusted friend or marriage partner. This concept may be discussed, and/or thought about while listening to 2 under activities.

THROUGH THE LESSON

Activities and Evaluation (for portfolios)

1. Present the following questions, one at a time, on the overhead, for quick, short answers:
 - a. The key to effective change of your behavior is learning to *act* rather than *react*. What does this statement mean to you as you go through the process of living your life?
 - b. What *kinds* of things about you probably cannot be changed?
 - c. How can practicing self-discipline help you at this stage of your life?
 - d. Why is it important to love yourself? Why is it important to those around you that you love yourself?
 - e. List two or three things about yourself that you feel good about. List one goal you have for change in yourself.
 - f. How did your personal self evolve?

2. Listen to "The Greatest Love of All." Think about your three selves and/or write about your three selves as a private entry in your journal. Mark this entry "Private" unless you *want* to share it.

notes

LESSON 6: YOUR THREE SELVES

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Think about a family member with whom you often disagree. Using the concepts learned in this unit, try to determine the reasons for disagreements and develop a plan for improving the relationship.
2. Practice image- enhancing techniques with your friends and family. Offer encouragement, assistance, comfort, inclusion in activities, etc. Try to build the self-esteem of someone else - say "I really like the way you ..."
3. Remember - everyone is unique, but no one is special (more deserving by virtue of birth). Try to respect differences and other points of view.

notes

LESSONS 1-6

OVERVIEW

This unit will explore individual differences as they relate to problem solving and compatibility for couples and in relationships between friends, family members, in school, and in the workplace. Expected outcomes are demonstrated competencies in students' ability to:

- recognize differences and their sources or causes
- capitalize on differences as opportunities for growth
- listen to and consider views other than their own
- cooperate effectively in a group
- employ leadership skills
- recognize their own strengths and limitations

LESSON 1: SAME DIFFERENCE

Overview: This lesson focuses on similarities and differences in individuals. Emphasis is on maintaining a positive view, particularly concerning differences, learning from differences, and making the best use of similarities and differences among persons. Maslow's hierarchy of needs is discussed.

LESSON 2: LIFE VIEWS

Overview: This lesson emphasizes specific skills and techniques individuals may use when listening to and considering views other than their own. These skills include: restating, rephrasing, and effective questioning. Students will also practice taking a position on an issue, while examining different points of view in an unbiased manner.

LESSON 3: GROUP PROBLEM SOLVING

Overview: This lesson explores ways in which differences contribute to the greater knowledge of all and enhance our ability to solve problems resourcefully and without argumentativeness.

LESSON 4: BRAIN POWER I

Overview: This lesson will acquaint students with the right/left brain theory and the idea that individuals differ in the ways in which they process information. Drawing will be introduced as a means of exercising and strengthening the right brain.

LESSON 5: BRAIN POWER II

Overview: This lesson continues work with the right/left brain theory. In addition it relates the theory to differences in learning styles, and provides students with a system for analyzing their personal learning style.

LESSON 6: THE IMPORTANCE OF DIFFERENCES

Overview: This lesson is a review of the unit's main concepts. Students will consider contributions to society which occurred because of differences as well as negative impacts on society caused by the inability of individuals and/or groups to make positive use of differences (e.g. wars).

LESSON 1: SAME DIFFERENCE

OVERVIEW

This lesson focuses on similarities and differences in individuals. Emphasis is on maintaining a positive view, particularly concerning differences, learning from differences, and making the best use of similarities and differences among persons. Maslow's hierarchy of needs is discussed.

VOCABULARY

self-actualization	intentions
self-esteem	perceptions
physiological	<i>lifestyle</i>
expectations	priorities
gender	<i>values</i>
disciplinary	sensitivity

MATERIALS AND EQUIPMENT

Students will need lined paper, pens, scratch paper, pencils, and journals. Instructors will need copies of "People Hunt" for each student.

INTO THE LESSON

1. Present Maslow's hierarchy of needs. Discuss and clarify any terms that are not understood. Which of these needs would be those of a new baby in particular? As you mature these needs are fulfilled in different ways. What kinds of things might happen if a baby is denied these needs? As you mature how are these needs fulfilled in family and other relationships?

2. Ask: "How is your need for self-esteem fulfilled?"; "What is self-actualization?" Discuss.

3. In your journal, finish the following sentences, "To help me build my self-esteem I

wish someone would ...", "To help build someone else's self-esteem I could ...", and "To help myself build my own self-esteem I can ...".

THROUGH THE LESSON

Activities

1. Pass out "People Hunt". Teachers are encouraged to revise People Hunt so that it is appropriate for their specific student group. The purpose of the game is to call attention to similarities and differences within the group in a positive manner and to emphasize the importance of becoming acquainted with others and learning about them with sensitivity and without making impulsive value judgments.

2. Discuss findings from People Hunt. How many similarities were found? What differences were found that were intriguing - that students would like to know more about? (Any sharing must be with sensitivity.)

3. Quickwrite. Think about your closest friend or favorite relative. What is it that you especially like about this person - include things in which you are the same or similar and things in which you are different. For portfolios.

Evaluation

Evaluation is based on participation, and writing to the topic.

BEYOND THE LESSON

Integration and/or Extension Ideas

Observe the members of your family to discover positive effects of similarities and differences. Observe how differences of opinion are handled in your family.

notes

A HIERARCHY OF NEEDS TOWARD SELF-ACTUALIZATION*

1. **Survival:** concern for one's immediate existence and basic requirements for living.
2. **Security:** need for stability, and assurance that tomorrow is predictable for oneself, one's family group, and one's friends.
3. **Belonging:** being accepted as a member of a group; being wanted.
4. **Esteem:** being recognized as a unique individual with special and valuable abilities.
5. **Knowledge:** having access to information and love; knowing how to do things; needing to know the meaning of events, symbols.
6. **Understanding:** theoretical knowledge of relationships, systems, and processes; integration of such knowledge into coherent structures.
7. **Aesthetic:** appreciation for order and balance; a sense of the beauty in all things.
8. **Self-Actualization:** displaying the needs of a fully-functioning student or human being; becoming the self that one truly is.

*Based on a formulation by Maslow (1954) and modified by Root (1970).

PEOPLE HUNT

Find the following among your classmates.

1. A person who does not own a T.V.

Name _____

2. A person who traveled over 2000 miles this year for vacation or other trip.

Name _____

3. A person having blue eyes.

Name _____

4. A person who is new to the school.

Name _____

5. A person who was at this school last year.

Name _____

6. A person who owns a computer.

Name _____

7. A person with a birthday in the same month as yours.

Name _____

8. A person wearing white tennis shoes.

Name _____

9. A person who is involved in school sports.

Name _____

10. A person born in another state.

Name _____

11. A person born in another country.

Name _____

12. A person born in this city.

Name _____

13. A person involved in visual or performing arts.

Name _____

14. A person who comes from a family the same size as yours.

Name _____

15. A person who speaks more than one language fluently.

Name _____

16. A person who is an only child.

Name _____

17. A person with a younger sibling (brother or sister).

Name _____

18. A person with a grandparent, aunt, or uncle living with them.

Name _____

19. A person with an older sibling.

Name _____

20. A person with the same shoe size as you.

Name _____

21. A person whose favorite color is the same as yours.

Name _____

22. A person who is left handed.

Name _____

23. A person who plans to be a _____

Name _____

24. A person whose favorite participation sport is _____

Name _____

25. A person who plays chess

Name _____

LESSON 2: LIFE VIEWS*

OVERVIEW

This lesson emphasizes specific skills and techniques individuals may use when listening to and considering views other than their own. These skills include: restating, rephrasing, and effective questioning. Students will also practice taking a position on an issue, while examining different points of view in an unbiased manner.

VOCABULARY

self-actualization	intentions
self-esteem	perceptions
physiological	lifestyle
expectations	priorities
gender	values
disciplinary	sensitivity

MATERIALS AND EQUIPMENT

Students will need lined paper, pens, scratch paper, pencils, and journals.

INTO THE LESSON

1. Discuss the term "lifestyle" and its meaning. Develop the concept that our lifestyle provides guidelines for the decisions we make. Factors forming lifestyle include our beliefs, values, goals, perceptions, and priorities. Ask: "What are your most important goals after high school?" and "What do you value most in your life?"

2. List the following on the board and ask students to put them in order of priority for themselves:

- higher education (college or other)
- finding job security
- marriage
- seeing new places
- moving out of the family home
- fulfilling parent's expectations

• (teachers may add or delete as appropriate for their own group. The object is to encourage them to think in terms of priorities).

3. Perceptions are meanings *we* give to events. Our perceptions may not be accurate, but they determine our behavior. A new student may be terribly shy but may be perceived as being snobbish. A person may be perceived as being drunk but may be a diabetic in need of help. (Ask if students can think of any other misleading perceptions.) Perceptions may also be sensitivity to a true situation. Parents may perceive that a child is overtired when the child behaves badly. What other "good" perceptions can you think of? How can you determine a "good" from a "poor" perception? ("Good" perceptions are usually based on prior knowledge and/or experience; "poor" perceptions generally arise from inadequate knowledge or experience. Take time to ask yourself whether you have enough information to make a sound judgment.)

THROUGH THE LESSON

Activities

1. Effective listening between two persons: students will pair off. Each will speak on a given topic while the other practices the following skills:

- restating
- eye contact
- rephrasing
- effective questioning
- appropriate interjections e.g. Uh huh, I see, yes, mmm...

This exercise may also be done using an interview format, with one or more students serving as the person or persons interviewed by the rest of the group. Topics should be current events or other issues appropriate for the group. (These

notes

LESSON 2: LIFE VIEWS*

communication skills are the emphasis of Lesson 2, Unit 4.)

2. Position paper. Students will write a paper taking a stand on an issue, such as the value of homework. Papers should include the student's position, recognition of other views, and the reason why the student thinks his/her view is the most reasonable. The paper should be approximately a page and a half. For portfolios.

Evaluation

Evaluation is based on participation, and writing to the topic.

BEYOND THE LESSON

Integration and/or Extension Ideas

Practice effective listening with friends and at home. Avoid making snap judgments based on insufficient information. Consider the validity of alternative points of view when you are in disagreement.

* This lesson may take more than one class period.

notes

LESSON 3: GROUP PROBLEM SOLVING

OVERVIEW

This lesson explores ways in which differences contribute to the greater knowledge of all and enhance our ability to solve problems resourcefully and without argumentativeness.

VOCABULARY

<i>self-actualization</i>	<i>intentions</i>
<i>self-esteem</i>	<i>perceptions</i>
<i>physiological</i>	<i>lifestyle</i>
<i>expectations</i>	<i>priorities</i>
<i>gender</i>	<i>values</i>
<i>disciplinary</i>	<i>sensitivity</i>

MATERIALS AND EQUIPMENT

Students will need lined paper, pens, scratch paper, pencils, and journals.

INTO THE LESSON

1. Review the terms "perceptions" and "priorities". Discuss ways in which individuals can change their perceptions and priorities. (First understand what they are, then gain knowledge and experience).

2. Priorities that guide individual behavior are the need for:

control	superiority
approval	comfort and pleasure

Ask: What would a controlling person be like? A person who needs to feel superior? A person who feels he/she *must* always feel the approval of others? A person who seeks comfort and avoids conflict of any kind? (Most of us are all of these at one time or another, but one type of behavior may dominate).

3. In your journals, do a quickwrite description about someone you know who tends to be either controlling, acts superior, seeks constant approval, or seeks

comfort and avoids arguments most of the time. Do not name the person. You may describe yourself if you wish. Some form of this may be shared, however it should not be an opportunity for grumbling and complaining.

THROUGH THE LESSON

Activities

1. *Brainstorming*: As a group, try to come to a conclusion, or possible actions which can be taken in regard to a current social/political issue, such as homelessness, or a pertinent school issue. Use the chalkboard and the appropriate brainstorming techniques:

No-fault statements Categorizing
Relating alternatives to goals Synthesizing
Concluding-(list all possible reasonable alternatives)

2. *Negotiation - The Family Council*: Discuss common problems that arise in families that involve the activities of everyone, e.g. where to go and what to do on a vacation. List the problems to be solved on the board, and divide the class into "family groups" to solve them. More than one group may work on the same problem. Each member of the group must be designated a specific family member: mother, father, teenager, 10-year old, etc. Some groups may include an extended family member such as a grandparent, or children of a sibling or may include only one parent.

Evaluation

Evaluation is based on participation.

BEYOND THE LESSON

Integration and/or Extension Ideas

"Observe" yourself. Try to determine when your behavior seems to be guided by one of the four personality priorities. See if you can effectively modify your behavior.

notes

PERSONALITY NEEDS THAT DIRECT BEHAVIOR

The need for control:

One who is driven by a need to control self, others, and relationships, and who sees in that control safety and power. Control can be achieved autocratically or possessively (through manipulating others). Persons who are driven to control are potential leaders. Although their need for structure tends to make them less creative, they are likely to be productive planners.

The need to be superior:

One who strives to prove his/her superiority at any cost to self or others, lacks the self-esteem to feel worthwhile. Equal recognition for accomplishments is not enough - this person must give more, do more, be more than others. All endeavors must have a clear meaning and purpose. One who must be superior tends to accept more responsibilities than can be handled, but is steadfast, perceptive, and caring.

The need for comfort and pleasure:

One who seeks comfort and pleasure at all times avoids activities or involvements that hold potential for stress. This tends to result in underachievement and avoidance of responsibility and conflict. Such a person is likely to be undemanding, a peace seeker, and adaptable to changing situations.

The need for approval:

Like those who need to be superior, those who need for approval have low self-esteem. Fear of failing to please, however, causes this person to do almost anything to avoid being rejected by others. Few risks are taken, therefore few ideas are generated by one who must be guaranteed approval, so personal growth is restricted. Although this person wants to be friendly and is non-confrontive, others eventually tire of the supportive role.

*Adapted from life style priorities in Dinkmeyer and Carlson (1984) pages 36-8; Berne. E. (1964). *Games People Play*. NY:Grove Press.

LESSON 4: BRAIN POWER I

OVERVIEW

This lesson will acquaint students with the right/left brain theory and the idea that individuals differ in the ways in which they process information. Drawing will be introduced as a means of exercising and strengthening the right brain.

VOCABULARY

potential	intellectual
perception	intuitive
analytic	language
creative	images

MATERIALS AND EQUIPMENT

VCR and monitor, Video: *Using Your Creative Brain*, and copies of the schematic outline of the brain. Students will need black felt pens, 12" x 18" white drawing paper, large newsprint, crayons, pencils.

INTO THE LESSON

1. Pass out copies of the schematic outline of the brain. (A transparency to match and use on the overhead projector would be helpful).

2. Ask: What do you notice about left and right visual field vs left and right brain? (opposite). Discuss: The eyes see but the brain processes and interprets the information. Everyone uses both sides of the brain (unless injury has shut part of the brain down), but some of us use more of one side than the other to do our thinking.

3. Show Part I of the video: *Using Your Creative Brain*.

THROUGH THE LESSON

Activities

1. School activities use and strengthen the

left brain more than the right. We're going to try to "access" the right brain through drawing. Ask students to make a random line on a 12" x 18" piece of white drawing paper with a black felt pen. Pass the paper once to the right, and make a random line on the "new" piece of paper. Pass the paper to the person behind you. That person has two minutes to make a real or imaginary animal, using the random lines as part of the animal. Draw with crayon. Students may use pencils to begin if this helps them feel secure. Students should not put their names on their papers.

2. Discussion: How many people found this difficult? stared at the paper for part of the time before beginning? got going right away? had a specific idea right away? felt silly?

3. (Pin up pictures). Count real animals and imaginary animals. Look for attempts to draw normal-looking animals vs innovations. Look for those pictures in which pencil drawing was used at least part of the time. Note on the board the number of students who felt silly doing this vs the number who had fun.

4. Next drawing. With this drawing exercise we will try to shut down the left side of the brain and give it a rest. It may keep trying to interrupt and tell you to stop being ridiculous and get to work, but try not to pay any attention to it.

Each student will draw his/her dominant hand (w/o tracing) on newsprint with crayon, pen or pencil. The rules are (1) once you begin to draw you may not stop until the time is up, (2) after you begin to draw you may not lift your pencil from the paper, (3) you must put in as many details as possible, e.g. wrinkles, bumps, fingernails, rings, creases, etc., and (4) you must keep your eyes on the *hand* you are drawing, not on the hand *doing* the drawing.

notes

LESSON 4: BRAIN POWER 1

Do not stop drawing until the time is up.
Time = 2 or 3 minutes. Draw large.

5. Discuss feelings and problems students had while doing this task. (Some very left-brained individuals may get headaches and have difficulty completing the task).*

Evaluation

Evaluation is based on participation.

BEYOND THE LESSON

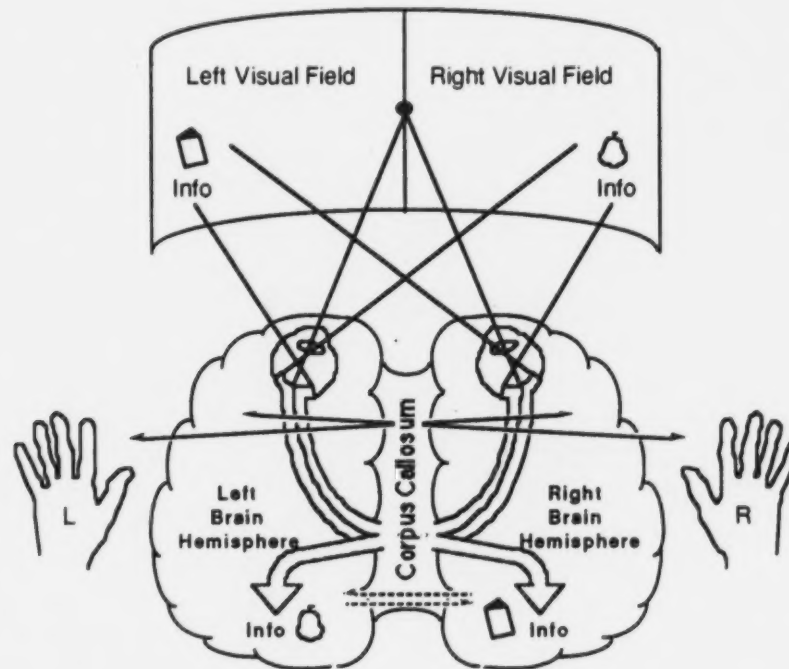
Integration and/or Extension Ideas

Practice drawing objects while looking at them, but not at what you are drawing.

*Additional exercises for the right brain can be found at the end of Lesson 5 and in publications noted in the Annotated Bibliography.

notes

LESSON 4: BRAIN POWER 1



A Left Brain/ Right Brain Schematic Outline

NOTES

A Left/Right Brain Schematic Outline

The schematic outline illustrates the fact that when fixating on a point, each eye will see both visual fields. However, information in the right field will be sent only to the left brain, while that in the left field will be sent only to the right brain. This is because optic nerve fibers leading from the retina connect only half of the visual field to each hemisphere. The two halves of the brain normally communicate information through the corpus callosum. The crossover connections of left hand to right hemisphere and right hand to left hemisphere are also shown. This illustrates the fact that in most cases, the left brain controls the right side of the body, and the right brain controls the left side.

Each half of the brain may gather in the same information but process it differently. In general the left brain analyzes, abstracts, and verbalizes; the right brain thinks holistically, creatively, and intuitively. Schools emphasize activities which use the left brain, largely ignoring the right. It is important to use both hemispheres as fully as possible for optimum personal development.

For more information on hemispheric functions of the brain see *Left Brain, Right Brain* by Sally Springer and Georg Deutch which is a very readable small paperback.

LESSON 5: BRAIN POWER II

OVERVIEW

This lesson continues work with the right/left brain theory. In addition it relates the theory to differences in learning styles, and provides students with a system for analyzing their personal learning style.

VOCABULARY

potential	intellectual
perception	intuitive
analytic	language
creative	images

MATERIALS AND EQUIPMENT

VCR and monitor, Video: *Using Your Creative Brain*; copies of the schematic outline of the brain; copies of "Learning Styles". Students will need large pieces of butcher paper or long strips of shelf paper for group work (4 or 5 persons per group), pens, pencils, and 3" x 5" cards.

INTO THE LESSON

1. Ask: How many persons have "doodled" on paper while in class, on the phone, in church, solving a homework problem, etc. Discuss the kinds of things they have doodled - do they have "doodle specialties"? What does doodling accomplish - help keep your attention, help you think, ease boredom, etc.?

2. Divide the class into groups, each with a large piece of butcher paper, on the floor or wherever it is convenient. Each group will work on a doodle drawing. Members of the group are allowed to do their own doodle or doodles can be combined eventually. Students may talk while they doodle or choose not to talk. There are two rules: (1) once you begin to draw you may not stop until the time is up, and (2) after you begin to draw you may not lift your pencil from the paper. Drawing must be

continuous. Time: 2 minutes. Pin up the finished products.

3. *Discuss:* Feelings; thoughts; difficulties; particular ways of addressing themselves to the task. Look for kinds of things in drawings that are similar and kinds of things that are different.

THROUGH THE LESSON

Activities

1. Pass out "Learning Styles", for discussion.
2. Watch Part II of video *"Using Your Creative Brain"*.

Evaluation

Students will write no more than five questions about information they received about the right/left brain and learning style theories. These should be *real* questions, not non-questions to which they already have answers. Write each question on a 3" x 5" card and turn it in.

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will listen carefully to questions and responses of other students in their various classes to determine, if possible, the learning styles of other students.

A useful tool for students and teachers interested in investigating differences in learning styles is the 4MAT System developed by Bernice McCarthy. This includes an eight-step cycle of instruction that capitalizes on individual styles of learning and information processing as affected by brain dominance. The system includes a diagnostic inventory for students. For more information contact:

Bernice McCarthy, President
Excel, Inc.
200 W. Station St.
Barrington, IL 60010

notes

LESSON 5: BRAIN POWER II

MORE RIGHT BRAIN ACTIVITIES

Haiku

Pantomime

Drawing upside down

Drawing without looking at what you are drawing

Drawing while telling a story to a partner

Physical responses to music

Crayon drawing response to music

"Being" an inanimate object

notes

LEARNING STYLES**

1. *The Meaning Maker: Asks: "Why...?"*

- Needs to connect learning to personal needs
- Likes ideas and connections
- Is enthusiastic, eager
- Needs reasons why; a thinker
- Likes a clear view of the path to the outcome
- Enjoys discussion

2. *The Comprehender: Asks: "What does this mean?"*

- Looks for the big idea
- Likes learning to be significant
- Is practical
- Looks for connections, themes
- Is systematic: a stabilizer
- Enjoys process, but seeks a product

3. *The User of Content and Skills: Asks: "How does this work?"*

- Internalizes knowledge through action, not reading
- Needs practice to maintain ability or try things out
- Personalizes learning through actions; a doer
- Enjoys verbalizing knowledge
- Likes step-by-step guidance
- Likes organization

4. *The Innovator ; Asks: "What if...?"*

- Maximizes uniqueness
- Enjoys discoveries
- Likes to be original; a creator
- Likes to share discoveries
- Likes to work in a group
- Wants to feel competent as an individual
- Is dynamic

Note: Most individuals are able to shift from one lesson style to another if their experience or abilities warrant it. Nevertheless one learning style tends to be predominant for each individual.

*Adapted from: McCarthy, B. (1990) Using the 4MAT System to Bring Learning Styles to Schools. *Educational Leadership*, V.47(2). 31-7.

LESSON 6: THE IMPORTANCE OF DIFFERENCES

OVERVIEW

This lesson is a review of the unit's main concepts. Students will consider contributions to society which occurred because of differences as well as negative impacts on society caused by the inability of individuals and/or groups to make positive use of differences (e.g. wars).

VOCABULARY

potential	competence
perception	intellectual
preference	intuitive
analytic	language
creative	images

MATERIALS AND EQUIPMENT

Student-prepared 3" x 5" question cards, pens, pencils, lined paper, scratch paper, journals, recording or tape (Teachers choice), white drawing paper 12" x 18", and crayons.

INTO THE LESSON

1. Question period, using students' questions from the previous lesson. Discuss appropriate way(s) to address the questions, e.g. brainstorming and whether all can be resolved to everyone's satisfaction.

2. Journal quickwrite: What I love about my left brain; What I love about my right brain; What I like about my whole brain.

THROUGH THE LESSON

Activities and Evaluation

1. Respond in writing to the following statements, in a sentence or two: (For portfolios).

a. It is important for me to recognize that what I say and how I interpret what I

hear is influenced by my own brain dominance, and that this is true of others as well.

b. It is important that I recognize that *what* I do and *how* I do it is influenced by my brain dominance, and that this is true of others as well.

c. It is important that I recognize that *how* I learn and *what* I learn is influenced by my brain dominance, and that this is true of others as well.

2. *Brainstorm*: In what ways have individual differences shaped our society? How can we honor differences?

3. Students will respond to music by producing a crayon drawing. (No-fault drawing with no rules).

BEYOND THE LESSON

Integration and/or Extension Ideas

Work to understand and appreciate the value of those around you.

Work to accept the ideas that your brain is specialized, and can be used to extend your potential if you strengthen *all* of it.

Understand that mental preferences come to us naturally, but mental competencies require training, experience, and effort. Find ways to become more competent with that part of your brain that you tend to use less well.

notes

LESSONS 1-5

OVERVIEW

This unit will help students to understand the dynamics of different types of relationships. Expected student outcomes include the ability to function successfully in a variety of relationship types, and the development of skills that specifically address different relationships.

LESSON 1: YOUR ECOLOGICAL SELF, PART I

Overview: This is a 3 part lesson in which students will be introduced to the idea that they have their own personal ecology. They will analyze a variety of factors within their ecology, and consider ways in which these factors might influence their decisions and choices. It is expected that they will be able to describe the various settings in which they find themselves more accurately, and gain increased insight into factors which affect their behavior. The main objective is to increase their perception and observation skills as they pertain to their surroundings. Lessons have been formulated from material presented in Bronfenbrenner, V. (1979), and Eddington, A. (1985).

LESSON 2: YOUR ECOLOGICAL SELF, PART II

Overview: This is part 2 of a 3 part lesson. In this section students will be introduced to the idea that the various systems or settings in which they are involved are interrelated, sometimes subtly, sometimes dynamically, and affect their choices and decision-making options. The main objective is to help students develop skills which will enable them to analyze these interactive settings and empower them to make thoughtful decisions, increasing control over their own lives.

LESSON 3: YOUR ECOLOGICAL SELF, PART III

Overview: This is part 3 of a 3 part lesson. In this section students will explore the final two systems which impact their lives - the exosystem, which is a system in which those likely to be close to them, such as their parents, are involved, and the macrosystems, which involve subcultural, cultural, or belief systems and the ideology underlying such systems. These might include family history, religious orientation, cultural background, or family philosophical outlook. The major objective of this lesson is to help students understand the underlying reasons, purposes, and constraints in decisions made by or for them.

LESSON 4: THE IMPORTANCE OF "AND"

Overview: This lesson develops the concept of "and" as the important factor in relationships, prioritizing the relationships over the individuals that form them. Emphasis in this lesson is on caring and on individual responsibility in the growth and maintenance of relationships.

LESSON 5: CONNECTIONS AND RELATIONSHIPS

Overview: In this lesson *kinds* of relationships will be discussed, as well as the difference between connections and key relationships, and the role each plays in shaping an individual's life. The term "connections" will be used when referring to temporary or casual relationships which have an importance of their own but lack the depth of *key* relationships such as those between spouses, siblings, and parents/children.

LESSON 1: YOUR ECOLOGICAL SELF, PART I

OVERVIEW

This is a 3 part lesson in which students will be introduced to the idea that they have their own personal ecology. They will analyze a variety of factors within their ecology, and consider ways in which these factors might influence their decisions and choices. It is expected that they will be able to describe the various settings in which they find themselves more accurately, and gain increased insight into factors which affect their behaviors. The main objective is to increase their perception and observation skills as they pertain to their surroundings. Lessons have been formulated from material presented in Bronfenbrenner, V. (1979), and Eddington, A. (1985).

VOCABULARY

ecology/ecological	dynamic interaction
macrosystem	<i>milieu</i>
mesosystem	<i>insight</i>
microsystem	exosystem
<i>interrelationship</i>	

MATERIALS AND EQUIPMENT

Students will need lined paper, journals, pencils, dictionaries, copy of ecological orientation chart "Your Ecological Self".

INTO THE LESSON

1. The teacher will ask for student definition of ecology or ecological, listing their ideas on the board, and determining from them an inclusive definition.
2. Students will look up dictionary definitions for ecology and milieu (definitions provided are from Webster's Collegiate.)

Ecology: a branch of science concerned with the interrelationships of organisms and their environments; the totality or pattern of relationships between organisms and their environment.

Milieu: place, location, environment, setting.

3. Qs= What might your personal ecology include? (Discuss). What might your immediate milieu include? (Discuss).

THROUGH THE LESSON

Activities

1. Students will describe in writing their immediate milieu in one or two sentences for sharing; descriptions will be analyzed (chalkboard) for categorizing *kinds* of things shared (teacher should be alert to *physical* kinds of things vs. *feelings/emotion* kinds of things.)
2. Teacher will provide students with "Your Ecological Self" chart, and introduce the term "microsystem". Students will write the meaning of *microsystem* next to the word below the chart, and discuss the fact that *microsystem* refers to their immediate milieu. Students will also write their own names in the center circle.
3. Discuss the term interrelationship and what it means to them. Enter Webster's definition in journals.

Interrelationship(s): Mutual or reciprocal or parallel relationship(s).

Evaluation

Discuss vocabulary understanding and inquire what students have gained in the nature of observing their immediate surroundings and insights into their perception of their surroundings.

notes

LESSON 1: YOUR ECOLOGICAL SELF, PART I

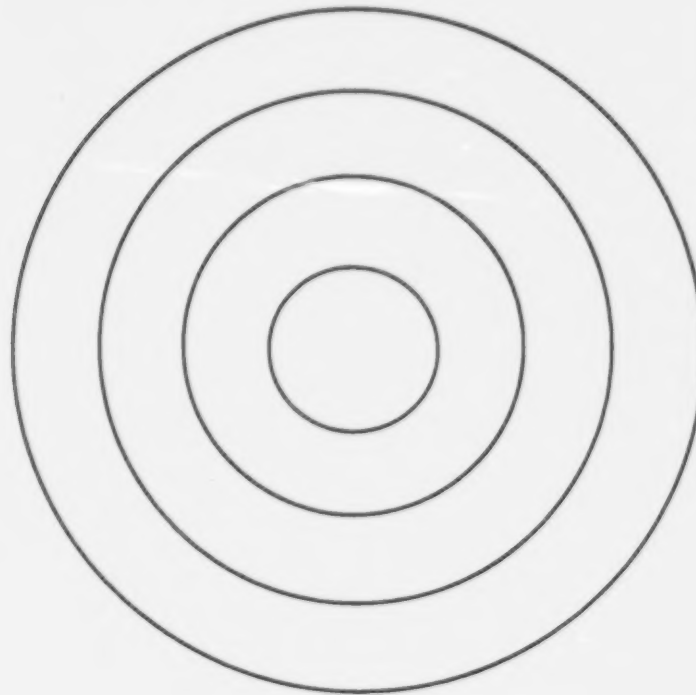
BEYOND THE LESSON

Integration and/or Extension Ideas

Students will observe and write a half page, or list observations about one or more settings in which they actively participate, other than the immediate classroom. These would be, for example, their homes, work places, team sports.

notes

WHO ARE YOU? YOUR ECOLOGICAL SELF*



Microsystem:

Mesosystem:

Exosystem:

Macrosystem:

*Adapted from Bronfenbrenner, V. (1979). *The Ecology of Human Development*; Eddington, A. (1985). *The Nature of the Physical World*.

LESSON 2: YOUR ECOLOGICAL SELF, PART II

OVERVIEW

This is part 2 of a 3 part lesson. In this section students will be introduced to the idea that the various systems or settings in which they are involved are interrelated, sometimes subtly, sometimes dynamically, and affect their choices and decision-making options. The main objective is to help students develop skills which will enable them to analyze these interactive settings and empower them to make thoughtful decisions, increasing control over their own lives.

VOCABULARY

ecology/ecological	exosystem
interrelationship	milieu
macrosystem	insight
microsystem	dynamic interaction
mesosystem	

MATERIALS AND EQUIPMENT

Students will need lined paper, journals, pencils, dictionaries, copy of ecological orientation chart "Your Ecological Self"; Overhead projector; transparency of Ecological Self Chart (Complete form).

INTO THE LESSON

1. Review vocabulary from Part II (ecology, microsystem, milieu, interrelationship)
2. Discuss perceptions and observations in terms of the physical (concrete) and the insightful (intuitive).
3. Discuss concrete and intuitive observations from homework assignment.

THROUGH THE LESSON

Activities

1. Students will be introduced to the term "mesosystem", and write in the definition next to the word below the chart. In the second circle students will write the names of the settings in which they are involved that fit the definition.
2. Discuss the interrelationship(s) between settings in which they are involved. (Points to be considered are impact on their time, responsibilities involved, decision-making, priorities, emotional/psychological stress. Students may have additional considerations and concerns.)
3. Quickwrite. Students will describe a conflict situation within their personal mesosystem and the way in which they resolve the conflict. In some cases it may have been resolved for them by someone else, and they should describe their feelings about their loss of autonomy.
4. Some may be able to share their quickwrites.

Evaluation

Discuss insights and observations; empowerment vs. outside control; aspects of their mesosystem they may not have considered - list on the board - add aspects of personal mesosystems to their journals.

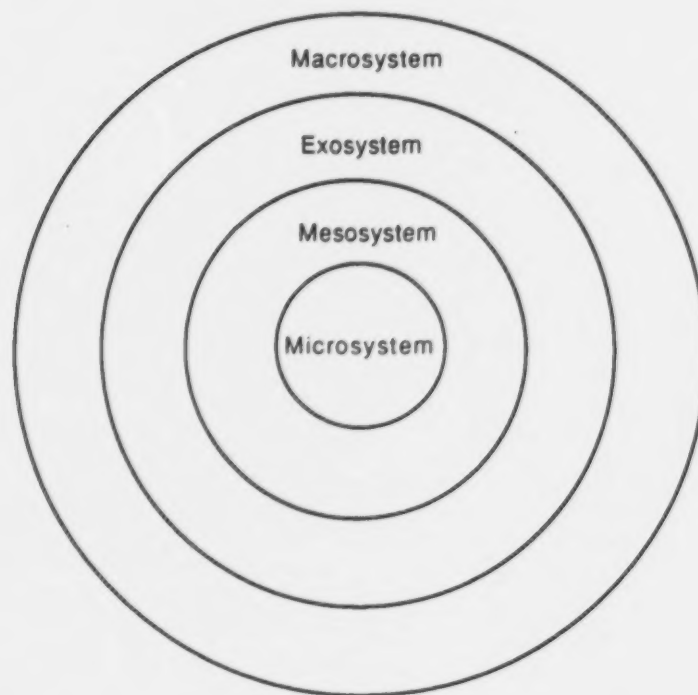
BEYOND THE LESSON

Integration and/or Extension Ideas

Think about settings which affect you but do not actively involve you, such as your parents' work places, and write at least one paragraph about ways in which these settings affect your life.

notes

WHO ARE YOU? YOUR ECOLOGICAL SELF* TEACHER'S CHART



Microsystem: immediate setting of the person, (e.g. classroom).

Mesosystem: interrelationship between the two or more settings in which this individual actively participates, (e.g. school, home).

Exosystem: one or more settings that do not involve the person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person, (e.g. parents' work place).

Macrosystem: systems that exist (or could exist) at the level of the subculture or culture as a whole, as well as belief systems or ideology underlying such systems, (e.g. history, culture, religion).

*Adapted from Bronfenbrenner, V. (1979). *The Ecology of Human Development*; Eddington, A. (1985). *The Nature of the Physical World*.

LESSON 3: YOUR ECOLOGICAL SELF, PART III

OVERVIEW

This is part 3 of a 3 part lesson. In this section students will explore the final two systems which impact their lives - the exosystem, which is a system in which those likely to be close to them, such as their parents, are involved, and the macrosystems, which involve subcultural, cultural, or belief systems and the ideology underlying such systems. These might include family history, religious orientation, cultural background, or family philosophy outlook. The major objective of this lesson is to help students understand the underlying reason, purposes, and constraints in decisions made by or for them.

VOCABULARY

ecology/ecological	mesosystem
macrosystem	exosystem
interrelationship	insight
dynamic interaction	milieu
microsystem	ideology

MATERIALS AND EQUIPMENT

Students will need paper, journals, pencils, manila drawing paper, (12" x 18"), crayons, dictionaries, "Your Ecological Self" chart. It would be helpful if teachers have magazine covers from Time or other publications that have as their theme e.g. "Person of the Year" which presents a portrait of an individual with those things impacting the individual's life in the cover's composition. The teacher will need an overhead projector and a transparency of the Ecological Self Chart in its completed form.

INTO THE LESSON

1. Students will discuss/share the observations and perceptions developed from their homework assignment on their mesosystem.
2. On their Ecological Self Charts students will write in the definition next to the word "exosystem" below the chart, and fill in the chart with designations appropriate to the definition, such as their parents' work or business.
3. Discuss concrete and intuitive observations from homework assignment.

THROUGH THE LESSON

Activities

1. Students will be introduced to the term "macrosystem", write its definition below their charts, and discuss what *kinds* of things affect them which have not yet been considered. Most suggestions will fit into the other three systems. All suggestions should be written on the board, and categorized by system. Those that do not meet the criteria for any of the other systems should be left alone on the board. Teacher's guidance is necessary to pull out ideas related to culture, e.g. language, family traditions, religion/ philosophy, history (including family and personal history), political orientation. Teachers should explain that the macrosystem consists of belief systems or ideologies affecting individuals. Students may write self-related examples on their charts.

2. Students define "ideology" and write it in their journals: *Ideology*: a theoretical or systematic group of concepts or ideas (especially) about human life; a way of thinking that is characteristic of an individual, group, or culture; an integration of

notes

LESSON 3: YOUR ECOLOGICAL SELF, PART III

ideas and aims that make up a sociopolitical program.

Evaluation (all three parts):

Using a magazine cover format students will draw and color a portrait of themselves (present or future) which includes aspects of their ecological selves which have already or are likely to, affect their decision-making actions

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will write a short position paper on a current or topical issue which reflects their belief systems or ideology. Suggested issues: Should Values be Taught in School; Censorship; Legalization of Controlled Substances... Topics should be timely and appropriate for group needs.

notes

LESSON 4: THE IMPORTANCE OF "AND"

OVERVIEW

This lesson develops the concept of "and" as the important factor in relationships, prioritizing the relationships over the individuals that form them. Emphasis in this lesson is on caring and on individual responsibility in the growth and maintenance of relationships.

VOCABULARY

<i>perception</i>	relationship
responsibility	caring
<i>prioritizing</i>	

MATERIALS AND EQUIPMENT

Statement cards (challenges), cassette or video recorder, pencils and paper, personal dictionary, chalk and chalkboard.

INTO THE LESSON

1. *Written on the board: We often think that when we have completed a study of one we know all about two because one and one is two. We forget that we still have to make a study of "and".**

2. *Quickwrite*; solicit and interpret points of view; collect quickwrites.

THROUGH THE LESSON

Activities

1. Ask students to write a one or two sentence definition of responsibility. Discuss these. Try to come up with a definition on which all agree. (This may be longer than two sentences.) Ask students to write this definition in their personal dictionaries.

2. Discuss two kinds of responsibilities, (1) those that are dictated to you and (2) those

you assume of your own volition, and the context in which each is likely to occur. Ask students whether they feel differently about responsibilities given to them, than they do about those they choose to assume.

3. Emphasize that in relationships in which individuals truly care about each other, responsibilities should be assumed, not dictated. Point out that sharing responsibilities in a relationship says each individual:

- a. is capable
- b. contributes in meaningful ways
- c. is needed
- d. can influence what happens to him self/herself
- e. can develop self-discipline

4. Review the meaning of "perception". Ask: "What has perception to do with the caring assumption of responsibilities in a relationship?" (A caring, responsible person perceives unvoiced needs.)

5. Underscore the fact that #3, and #4 above illustrate the importance of "and" in a relationship since such growth needs the relationship in order to develop.

6. In groups of two to five discuss a Challenge Card that has been selected. Ideas should be jotted down by a group recorder for presentation to the class. Short scripts may also be developed based on the ideas generated by groups, for presentation and/or video taping.

Evaluation

Evaluation will be based on participation and on a one-page essay on the topic, "Caring and Responsibility" or "Responsible Caring." (For portfolio.)

notes

*From Eddington A. (1985) *The Nature of the Physical World*. Ann Arbor: University of Michigan Press.

LESSON 4: THE IMPORTANCE OF "AND"

BEYOND THE LESSON

*Integration and/or Extension Ideas**Food for thought:*

1. In a truly cooperative group each person's contribution is valuable and necessary to the successful completion of the activity. How does this differ from compromise in which everyone gives up something he/she believes is important, and consensus when the answer chosen is one which no one finds objectionable, but which may not necessarily be the best answer.

2. What does "democracy" mean in the functioning of small or large groups, including families? How can a family function democratically?

notes

CHALLENGE CARDS

Students should work in pairs or small groups, discussing each statement in terms of responsibility to and caring for others. These statements are examples only. Teachers should develop others according to the needs of their particular groups.

1. When there are small children (under five years of age) in the family, the mother should not work outside the home unless it is absolutely necessary for economic survival.	7. I hate to do anything to help (my parents, partner, etc.) because all I get afterward is "Nice job on this, but..." I feel as if I never do anything right, so why do anything?
2. It is not the responsibility of male members of the family to help with household chores such as cooking, cleaning, and grocery shopping.	8. Whether or not both partners (or parents) work outside the home, everyone in the family should share the household tasks.
3. Major family decisions should be discussed with all members of the family.	9. It takes about 37 hours a week to accomplish the domestic chores. Who should do them?
4. Adults should not tell the children and young people what to do unless they explain why.	10. My husband thinks our grocery bill is too high for our family of five. He thinks I should read the ads and shop around to take advantage of the best buys, but I work, and can't take the time to do that. It is a continuous argument.
5. It is better not to waste time and effort doing my best, because my parents won't notice anyway. All they ever notice is what I don't do.	11. I think our utility bills are too high, especially electricity and water - also, the telephone bill is just awful. How can we develop a plan to lower these bills?
6. If I just ignore (this person's) request altogether and do nothing he/she will eventually do it himself/herself while continuing to yell at me. All I have to do is close my ears to the yelling, and I'm home free.	12. We have two cars in our family. As parents we don't mind sharing them, when possible, with our two teenage drivers. However, we think they should pay the resulting increase on our automobile insurance since it is quite an expense. They think this is unfair, especially since they will be doing some errands for us anyway.

LESSON 5: CONNECTIONS AND RELATIONSHIPS

OVERVIEW

In this lesson *kinds* of relationships will be discussed, as well as the difference between connections and key relationships, and the role each plays in shaping an individual's life. The term "connections" will be used when referring to temporary or casual relationships which have an importance of their own but lack the depth of *key* relationships such as those between spouses, siblings, and parents/children.

VOCABULARY

maturation	potential
maturity	life cycle
adaptation	

MATERIALS AND EQUIPMENT

Students will need journals, pencils, lined paper, pens. The teacher will need a picture or pictures of individuals interacting in groups. (see "Relationships" at the end of the lesson for examples of appropriate groups). Current news articles about group interactions, particularly between generations, or youth and adults can also be used for this discussion.

INTO THE LESSON

1. Review kinds of relationships which occur during one's life, through brainstorming. Categorize these into "connections" and "key relationships" and give reasons for categorization.
2. Choose one entry in each category and do a quickwrite in journals (three to five sentences per entry) stating why each of these belongs in its category.

THROUGH THE LESSON

Activities and Evaluation

1. Discuss the group pictures, or articles. Analyze the feelings generated from them: how do you feel about this? What is positive or negative about the picture? Is this "real"? Some ads show group interaction that does not seem to be a true reflection of reality.
2. *Discuss the statement:* Each person changes in continuous adaptation to changes in relationships with others. What does the statement mean? How has your relationship with your parents changed as you have matured? With your siblings? With others? If older brothers or sisters have moved out of the house has that changed any home relationships for you?

3. Point out that as you age the ratio of your age to that of your parents decreases. When you are 10 and your parents are 30 the ratio is 1:3; when you are 20 and your parents are 40 the ratio is 1:2; when you are 40 and your parents are 60 it is 2:3. How would that affect the parent/child relationship? The point of view of each? The communication? The level of understanding?

4. Write for X number of minutes (teacher's choice) on the topic: The Changing Relationships in My Family. For portfolios.

BEYOND THE LESSON

Integration and/or Extension Ideas

Be in touch with your feelings and the reasons for them as you mature. Remember that your relationships undergo change, that *you* are changing faster than your parents, and that your siblings are changing in their family relationships as

notes

LESSON 5: CONNECTIONS AND RELATIONSHIPS

well. Remember! Each person matures as his/her potential develops, as his/her environment expands, as the number of connections increases, as key relationships deepen, and in adaptation to successive phases of the life cycle.

Be aware! Listen for uncaring and irresponsible remarks *you* may make or others may make to you. Be perceptive. Can the following negative remarks become caring and responsible?

1. I told you so.
2. You can't do that, you might hurt yourself.
3. You can't do that, you don't know how.
4. You should have known what I wanted.
5. If you really cared I wouldn't have to tell you.
6. Someday when I'm dead maybe you'll remember the times I asked you for your help, and you wouldn't give it.
7. You know what I expected.
8. Give me *one* reason why this is so important. (The reason you give will, of course, be wrong.)
9. How many times do I have to tell you?
10. Will you ever grow up?

notes

RELATIONSHIPS*

Key Relationships

Parent/child
 Immediate family (parent/child)
 Marriage partners
 Extended family
 Close friends

Some Concerns: generational dynamics; parenting; family etiquette; applied heritage and culture; conflict resolution; sibling dynamics; caring; self-concept...

Connections

Friends/acquaintances
 Adult role models
 Co-workers

Some Concerns: group dynamics; growth and change; negative/positive impacts; resolution of differences; making choices; maintaining a perspective; self-concept...

*Others may be added as they are determined to be necessary to the concept and the specific group of students.

notes

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LESSONS 1-6

OVERVIEW

This unit will identify skills and techniques necessary for effective communication. Some common problems which arise as a result of poor communication will be addressed. Expected student outcomes include an ability to demonstrate and/or define/describe a variety of ways in which feelings, needs, and information are communicated and to explain ways in which communication between persons can be clarified and enhanced.

LESSON 1: SENDING MESSAGES

Overview: In this lesson students will be introduced to the basic principles of communication. Students will watch the video "Communication: The Person to Person Skill", Part I and then participate in a role-playing activity to strengthen their own communication skills.

LESSON 2: RECEIVING MESSAGES

Overview: In this lesson students will learn skills to enhance their ability to receive messages, for good communication. They will watch Part II of "Communication: The Person to Person Skill". Students will demonstrate their understanding of how to effectively receive messages by role-playing, and practicing paraphrasing.

LESSON 3: HONESTY AND OPENNESS: COMMUNICATION IN A RELATIONSHIP

Overview: The purpose of this lesson is to examine the importance of honesty and openness within a relationship. The concept of congruency will be introduced and explored. Students will practice congruency in their everyday relationships.

LESSON 4: FACTORS THAT INFLUENCE COMMUNICATION

Overview: In this lesson students will examine the way their upbringing and family life influences the style of their communication. Students will learn how to replace negative factors with positive communication.

LESSON 5: ROADBLOCKS TO COMMUNICATION

Overview: The purpose of this lesson is to introduce students to a more in-depth approach to analyzing communication patterns. Students will learn about the research of Hugh Alfred and Thomas Graff, termed "Vertical and Horizontal Communication," and work on objectives in groups.

LESSON 6: VERTICAL/HORIZONTAL COMMUNICATION

Overview: This lesson is a continuation of Lesson 5. In this lesson students will continue discussing and analyzing factors of communication, and will work in groups to construct appropriate scenarios.

LESSON 1: SENDING MESSAGES

OVERVIEW

In this lesson students will be introduced to the basic principles of communication. Students will watch the video "Communication: The Person to Person Skill", Part I and then participate in a role-playing activity to strengthen their own communication skills.

VOCABULARY

verbal/nonverbal	<i>fact</i>
<i>opinion</i>	<i>tone</i>

MATERIALS AND EQUIPMENT

Video: "Communication: The Person to Person Skill, Part I: Sending Messages", video player, T.V., overhead projector or chalkboard. Students will need notebooks, scratch paper, pens, pencils.

INTO THE LESSON

1. Ask students to brainstorm, in pairs, a definition of communication.
2. Pairs report back to the class on their definitions.
3. Definitions will be listed on the board (or overhead) so that commonalities can be found.

THROUGH THE LESSON

Activities

1. Play Part I of the video, "Communication: The Person to Person Skill".
2. Analyze with students the key points of the video in regard to "Sending Messages".
Stress:
 - a. the problems of miscommunication and vague communication.

- b. the problems inherent in expressing opinions as if they were facts.
- c. the importance of tone of voice in communication.
- d. the degree to which nonverbal communication, including body language, affects understanding.

3. Ask student volunteers, in four pairs, to role-play and script a "scene" to illustrate each of the problem areas listed in #2(a-d) above. You may want to list a,b,c,d on slips of paper and have each pair draw one from the group.

4. The remainder of the class will try to guess what communication problem is being enacted.

Evaluation

Evaluation is based on participation, cooperation, and shared insights.

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will document, in their notebooks, an instance they have observed where there is a problem with "sending messages" such as vagueness, opinion/fact, voice tone, body language or other nonverbal indicators.

notes

LESSON 2: RECEIVING MESSAGES

OVERVIEW

In this lesson students will learn skills to enhance their ability to receive messages, for good communication. They will watch Part II of "Communication: The Person to Person Skill". Students will demonstrate their understanding of how to effectively receive messages by role-playing, and practicing paraphrasing.

VOCABULARY

checking questions *paraphrasing*
clarifying questions *miscommunication*

MATERIALS AND EQUIPMENT

Video: "Communication: The Person to Person Skill; Part II, Receiving Messages", video player, T.V., overhead projector or chalkboard, six sheets of poster board, scissors, colored markers, glue, and construction paper. The teacher should also prepare six index cards, each of which has written on it one of the key points of "Receiving Messages" (see Through the Lesson, #1 (a-f)). Students will need writing paper, pens, scratch paper, pencils, journals.

INTO THE LESSON

1. Discuss with students the examples of miscommunication they observed the previous day. Discuss.
2. Play Part II of the video.

THROUGH THE LESSON

Activities

1. Analyze with the students the key points of the video in regard to "Receiving Messages". *Stress:*
 - a. the qualities of a good listener
 - b. signals that tell you when someone is lis-

- tening, or when they are not listening
- c. the use of checking questions
- d. the use of clarifying questions
- e. the use of paraphrasing
- f. ways in which listening provides clues to feelings; finding hidden feelings in communication.

2. Form students into six groups.

3. Ask each group to pick an index card representing one of the six ideas presented in "Receiving Messages".

4. Each group of students will:
 - a. Create a poster which presents a visual example demonstrating their particular area of "Receiving Messages".
 - b. Develop and present a short skit demonstrating their area of "Receiving Messages".

Evaluation

Evaluation is based on participation, cooperation, and shared insights.

BEYOND THE LESSON

Integration and/or Extension Ideas

Each group will present its poster and/or skit to the class. Discussion may follow.

notes

LESSON 3: HONESTY AND OPENNESS: COMMUNICATION IN A RELATIONSHIP

OVERVIEW

The purpose of this lesson is to examine the importance of honesty and openness within a relationship. The concept of congruency will be introduced and explored. Students will practice congruency in their everyday relationships.

VOCABULARY

congruent	honesty
cooperation	courage
self-acceptance	rejection
satire/sarcasm	

MATERIALS AND EQUIPMENT

Overhead projector or chalkboard, Handout on "Communication Styles". Students will need notebooks, pens, pencils, journals.

INTO THE LESSON

1. Have the following quote ready on the overhead or chalkboard:

"Communication is to a relationship what breathing is to maintaining life."

Virginia Satir

2. Ask students to write a response to the quote in their journals. Responses should address the following questions:

- a. What does the writer mean?
- b. Why do you think the writer made the analogy so dramatic?
- c. What are some of the things communication and breathing have in common, if any?
- d. Do you agree with the writer? Explain your answer.

3. Ask students to share their responses with the rest of the class.

THROUGH THE LESSON

Activities

1. Write the word "congruent" on the overhead and ask the students to suggest what it might mean in terms of communication.

2. Present the definition (as determined by Dinkmeyer and Carlson):

To be congruent is to express what we are feeling and experiencing at the moment. When people in a relationship openly and honestly express thoughts and feelings, true intimacy grows and grievances can be revealed and resolved.

3. Stress: to be congruent is difficult and takes courage.

4. Explain and discuss the following factors involved in achieving congruency:

- a. the need to express what we are feeling and experiencing at the moment and encouraging our partner's feedback on what is heard and explained
- b. the need to have the courage to risk rejection
- c. the need to practice self-acceptance, to accept responsibility for thoughts and feelings, and to cooperate willingly and communicate clearly.
- d. the need to adapt your present style of communication so that you may become more congruent.

5. State that each of us communicates in a set pattern of which we may or may not be aware. Sometimes these patterns are manipulative and controlling, eliminating the possibility of achieving congruency. Pass out "Manipulative and Controlling Communication Styles".

6. Ask students to read the handout carefully and attempt to determine if they tend to fall into these communication

notes

LESSON 3: HONESTY AND OPENNESS: COMMUNICATION IN A RELATIONSHIP

patterns frequently or occasionally. Discuss. Ask: Do we fall into different patterns of communication in different kinds of relationships? How could these negative patterns of communication be avoided?*

Evaluation

Evaluation is based on participation, and shared writing to the topic.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Students may examine their everyday relationships to find examples of these communication styles, and write the examples for their portfolios. They should describe situations without naming individuals.

2. Students may analyze their own behavior in writing an answer to the question with the * in #6 above. (For portfolios.)

notes

MANIPULATIVE AND CONTROLLING COMMUNICATION STYLES*

1. **Placaters** believe they are always wrong, and others are always right. In order to be loved **placaters** strive to please and keep everyone happy. In marital quarrels, **placaters** give in. The partner of a **placater** tends to feel annoyed because there is no challenge.
2. **Blamers** attack others, indicating that other people never do anything right. **Blamers** believe they must demand cooperation in order to get it. **Blamers** are always right and are controlling. The partner of a blamer constantly feels criticized and challenged.
3. **Super reasonable** communicators focus on being intellectually superior to others and constantly let people know they are intelligent. They ignore feelings since logic and ideas are all that count. Lack of empathy and understanding in the relationship causes the partner of the **super reasonable** communicator to feel a lack of connection and belonging.
4. **Irrelevant** communicators focus on obtaining attention at all costs. They do not consider anyone's needs but their own. The partner of the **irrelevant** communicator feels insignificant.

*Adapted from : Satir, V. *Making Contact*.

LESSON 4: FACTORS THAT INFLUENCE COMMUNICATION

OVERVIEW

In this lesson students will examine the way their upbringing and family life influences the style of their communication. Students will learn how to replace negative factors with positive communication.

VOCABULARY

place order psychological atmosphere

MATERIALS AND EQUIPMENT

Overhead projector or chalkboard, teacher's information sheet on Background Threats to Effective Communication; students will need pens, pencils, journals.

INTO THE LESSON

1. Ask students to respond to the following questions and write the responses in their journals:
 - a. Do you feel that your family tends to be cooperative and trusting, or competitive and challenging?
 - b. What kind of communication seems to be the dominant form between your mother and father? Between other adults in your family? (For example, is one person passively cooperative, is one dominant and the other a peacemaker?)
 - c. Do you tend to work to avoid or to continue the patterns of communication you have observed within your family?
 - d. Where are you in place order in your family (your order of birth among your siblings, e.g. first child, middle child, last child, only child.)?

Note: Some students may be threatened or intimidated by questions about their families. Guide discussion carefully, and do not pressure students into revealing what they do not care to reveal.

THROUGH THE LESSON

Activities

1. Present the three major background threats to effective communication. Request that students take notes.
2. Provide an opportunity for questions and discussion.

Evaluation

Evaluation will be based on participation and appropriateness of responses in review of major concepts.

BEYOND THE LESSON

Ask students to analyze their responses to the questions presented at the beginning of the lesson (Into the Lesson) carefully. They should look for any factors in their own backgrounds that might have a potentially negative influence on their communication in a relationship. Ask them to write in their journals three steps that might help them overcome any negative behavior in themselves that might overcome some of these influences.

notes

TEACHER INFORMATION SHEET

BACKGROUND THREATS TO EFFECTING COMMUNICATION

A. Family Climate

The psychological atmosphere in which you were raised may influence your communication behavior in your own relationship. If you grow up accustomed to loud and projected arguments as a way of expressing feelings or making decisions, you may assume the same behavior in your own relationship; in contrast, if arguments never occurred in your family or true feelings were usually suppressed to keep the peace, you may tend to keep your feelings to yourself or avoid bringing disagreements out into the open.

B. Birth or Place Order

The eldest child in a family may be accustomed to dominance over the others, being directive (bossy) and getting his or her way in all things. The first child may not have learned to share or compromise. (Only children tend to operate the same way as first children.) In a relationship comprised of two first children, there may be a struggle for power and control.

Second children (or youngest children) may be rebellious and contrary. Two people in a relationship who have occupied this place-order position may find themselves continually in opposition to each other.

Middle children tend to be empathetic, concerned about the needs of others. They have probably learned something about negotiation and compromise, and are likely to use these skills in a relationship, especially with another middle child.

C. Self-Concept

The collection of beliefs and assumptions you have about yourself is another influence on your communication behavior. If you were raised in a family that gave praise and encouragement freely and often you will probably feel good about yourself, if you have been able to sustain these positive feelings. If competition among family members was intense you may experience doubts about yourself which you will have to erase in order to find congruency in a relationship.

- If you believe you must be right, every conflict is unresolved until your partner surrenders.
- If you believe you cannot survive rejection, you will strive to please your partner at all costs.
- If you believe you must be in control in order to be recognized, you can expect conflict to be part of your relationship.
- If you believe you must be perfect, you can expect disappointment because all humans are imperfect.

Remember: Negative beliefs can be a major source of irritation in a relationship.

LESSON 5: ROADBLOCKS TO COMMUNICATION

OVERVIEW

The purpose of this lesson is to introduce students to a more in-depth approach to analyzing communication patterns. Students will learn about the research of Hugh Allred and Thomas Graff, termed "Vertical and Horizontal Communication," and work on objectives in groups.

VOCABULARY

vertical horizontal
roadblocks

MATERIALS AND EQUIPMENT

Four index cards, prepared in advance, each containing examples of one of the four roadblocks to communication, Handout on vertical communication patterns; students will need notebooks, scratch paper, pens, pencils.

INTO THE LESSON

1. Ask for eight volunteers from the class; form them into four pairs.
2. Provide each pair with an index card that describes one of the roadblocks to communication.
3. Have each pair of students quickly develop a short skit based on their card.
4. Discuss each example with the class after it is presented.

THROUGH THE LESSON

Activities

1. Using the following scenario, explain vertical communication:
Picture two elevators, side by side, in the lobby of a building. A man enters the left elevator and a woman enters the right

elevator. Before the doors close the two begin a conversation with each other. They would like to continue the conversation but the elevators consistently stop at different floors. They cannot continue carrying on a conversation when they are always on different levels. This is an example of vertical communication. Vertical communication refers to those factors in communication which put two people attempting to communicate, on different levels. When we practice vertical communication we draw attention to self, become domineering and bossy, and maintain or create distance, and/or surrender. The goals of vertical communication are: Power - Prestige - Position. The means to these goals are negative. The focus in vertical communication may be on competition between you and your partner.

2. Pass out the Handout on Vertical Communication Patterns.

3. Break students into groups of four, or have them form themselves into groups of four.

4. Instruct students to create four mythical couples, one for each of the four vertical patterns. Using the format presented earlier by the eight volunteers, ask students to write a dialogue for the couple that illustrates the vertical communication.

Evaluation

Evaluation is based on participation, cooperation, and shared insights.

BEYOND THE LESSON

Integration and/or Extension Ideas

Ask volunteers to present (perform) their dialogue for the class for further discussion.

notes

MATERIAL FOR "ROADBLOCKS" INDEX CARDS

Card #1: "I'm Right"

Casey and Anne are arguing over whether to go to a movie or go bowling. Anne thinks bowling is a bore and she doesn't want to go. Anne doesn't like sports activities of any kind and therefore feels that Casey should just do what she wants to do. After all, Casey should know by now that this is just the way she is!

Card #2: "It's Your Problem"

Caroline and Jay have been dating for one year. Jay always seems to be involved in some activity. In addition to working, he is on one of several student government committees and is in charge of an upcoming dance. Jay is really "stressed out" and asks Caroline to help him out. Caroline doesn't understand why Jay can't say "No" when people ask him to help. She wants to tell him that he got himself into this mess and he will have to deal with it himself.

Card #3: "You Should Anticipate My Desires and Feelings"

Mary and Patrick have just celebrated their first anniversary. Mary keeps track of all their important firsts and special occasions. Mary bought Patrick a beautiful gold watch to commemorate the occasion. Patrick's family never gave each other gifts so he just got a card for Mary and now she hasn't spoken to him for days. She thinks Patrick should have known she expected something more than a card.

Card #4: "If We Really Love Each Other, Why Do We Have to Talk About This?"

Jenny and Paul have been in a relationship for several years. Jenny knows they have some conflicts and problems and she wants to talk them out with Paul. His response is "love solves everything". Jenny knows that nothing is being solved this way.

FOUR VERTICAL COMMUNICATION PATTERNS*

Soliciting Attention

Attention-seekers expend great effort trying to get others involved with them. They may interrupt, monopolize, boast, charm, ask for special attention, showcase their accomplishments, and keep others waiting. Their relationships tend to be superficial, resulting in resentment and distance. Personal growth is limited.

Bossing or Punishing

These people tend to lecture, give orders, talk down, probe, show hostility or anger, find fault, blame and ridicule. Anger and resentment result from this type of communication. There is continuous conflict.

Creating or Maintaining Distances

Impersonal, mechanical communication increases the distance between people and creates superficial relationships. People who are aloof, superficial, evasive, and unwilling to be genuinely involved create or maintain distance. Sometimes they use humor to avoid contact. Their partners often reach out to others to find warmth, acceptance, genuineness, and friendship.

Surrendering

A pattern of giving up or deferring to others often occurs when one partner is bossing or punishing. People who surrender, or give in, fail to assert themselves and eventually lose their self-esteem. They may, however, collect grievances and try to get even with the partner later on.

* From: Allred & Graff (1979). *Couples' Handbook for Effective Communication*.

LESSON 6: VERTICAL/HORIZONTAL COMMUNICATION

OVERVIEW

This lesson is a continuation of Lesson 5. In this lesson students will continue discussing and analyzing factors of communication, and will work in groups to construct appropriate scenarios.

4. Instruct students to rewrite the scenarios from the previous lesson, this time developing dialogue which uses level communication.

5. Have students present their scenarios for discussion.

VOCABULARY

vertical horizontal
roadblocks

Evaluation

Evaluation is based on participation, cooperation, and shared insights.

MATERIALS AND EQUIPMENT

Handout "Level Communication"; students will need notebooks, scratch paper, pens, journals, pencils.

BEYOND THE LESSON

Integration and/or Extension Ideas

Ask students to write a journal entry which answers in detail the following questions:

INTO THE LESSON

1. Remind students of key ideas presented in the previous lesson on vertical communication.

2. Emphasize the factors involved in level communication:

- seeks to understand, negotiate, and reveal feelings.
- are constructive patterns of communication vs. destructive patterns of vertical communication.

1. What style of communicator are you?

2. Do you recognize any negative or destructive patterns of behavior in your communication?

3. List at least five steps you plan to take to improve your communication skills.

THROUGH THE LESSON

Activities

1. Distribute the Handout "Level Communication".

2. Review the handout with students, discussing each pattern and asking for pertinent examples from the class.

3. Form the same groups of four as for the previous lesson (#5).

notes

LEVEL COMMUNICATION*

When we practice level communication we seek to understand, negotiate, encourage, and reveal feelings. Level communication allows you to be open, flexible, honest, and genuine. When you communicate on a level, equal plane, you demonstrate that you accept responsibility for your behavior and are sensitive to the other person's feelings. A level communicator observes and shares opinions, understands, negotiates and commits, encourages, and discloses feelings openly.

1. Sharing Opinions

Rather than centering on who is right and who is wrong, those who practice level communication consider each other's ideas and express their own ideas without fear of rejection.

2. Seeking to Understand

By asking each other questions, and by giving feedback you can clarify what has been said or felt. When we seek to understand the other person's feelings and thoughts, we demonstrate caring and appreciation.

3. Negotiating and Committing

The negotiation process involves exploring various alternatives to reach a new agreement. The negotiating atmosphere should allow each person to be treated as an equal. All ideas are considered with mutual respect.

4. Encouraging

Encouragement communicates understanding, support, and empathy. When we recognize effort by encouraging, the other person's self-esteem grows.

* From: Allred and Graff. (1979). *Couples Handbook for Effective Communication*.

LESSONS 1-5

OVERVIEW

The focus of this unit is on actively planning strategies to cope with changes and growth over a lifetime. Expected student outcomes include (1) learning to plan and set goals for the future, (2) learning about the various kinds of changes that can occur over a lifetime, (3) learning to plan for and accept growth, (4) learning how to grow with a partner.

LESSON 1: LIFE PLANS

Overview: The purpose of this lesson is to provide students with skills which will enable them to examine the various paths their lives may take. Students will map out their goals in several different areas.

LESSON 2: LIFE CHANGES, PART I

Overview: In this lesson students will participate in a class discussion to determine and define "change".

LESSON 3: LIFE CHANGES, PART II

Overview: In this lesson students will be introduced to the four major categories of life changes. Students will participate in a "real life" exercise in which they will modify the plan they developed in Lesson 1 to show how they will adapt to each of the four major life changes.

LESSON 4: PARTNERS IN GROWTH

Overview: This lesson will focus on the effect of growth on relationships and lifestyle. Emphasis will be on students' understanding of the factors that allow for growth within a relationship.

LESSON 5: WHAT IS SUCCESS?

Overview: In this lesson students will work creatively to complete a "flashback" written from the perspective of themselves at age 65. Students will define and characterize their idea of success. This lesson is the unit culmination, synthesizing its key points.

LESSON 1: LIFE PLANS

OVERVIEW

The purpose of this lesson is to provide students with skills which will enable them to examine the various paths their lives may take. Students will map out their goals in several different areas.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Overhead projector or chalkboard, Handout "Your Plan for Life"; students will need journals, scratch paper, pens, pencils.

INTO THE LESSON

1. Introduce the lesson by engaging students in a discussion about how one plans for the future. Suggested questions for discussion include, but are not limited to:
 - a. What did you think high school would be like when you were in junior high? How did your perceptions change? (If this is a junior high group adapt the question accordingly.)
 - b. Have your parents ever told you about the way they expected their lives to be? If so, was it different from the life they have now?
 - c. Have you ever been hurt or injured in such a way that you were unable to participate in any activity you had planned on?
 - d. What dreams do you have for your life?
 - e. Do you believe that you can plan your life?
 - f. A recent study suggests that the people who achieve the greatest amount of success plan their lives and stick to their plans. Do you think this is reasonable?
 - g. Do you know anyone who plans out every last detail of their lives, then

becomes upset when the plans prove to be unworkable? *Teacher Note:* Some people have a philosophy of living day to day and don't believe in planning. If you have students who feel this way, respect their views, but encourage them to at least consider the importance of planning *major* life decisions such as college, career, marriage, children, etc.

2. Close discussion by indicating to students that they will have an opportunity to map out what they would like to happen in their life plans.

THROUGH THE LESSON

Activities

1. Distribute the Handout "Your Plan for Life".
2. Ask students to write answers to the "Plan" in their journals (not on the sheet). This may also be an activity to be included in evaluation portfolios.

Evaluation

Evaluation is based on participation, and writing to the topic.

BEYOND THE LESSON

Integration and/or Extension Ideas

Ask students to share some of the plans they wrote for each of the sections on the sheet. Guide discussion carefully so that no one is embarrassed or intimidated or feels his/her self-esteem is threatened.

notes

YOUR PLAN FOR LIFE

"We are always getting ready to live, but never living." --Ralph Waldo Emerson

When completing this plan, please remember that there is nothing more important in life than actually living - and that involves taking risks and leaving yourself open to change. This plan is intended as a guide to help you visualize the many decisions you will face in the future.

Section I - Post Secondary Education

- A. What type of training will you pursue after high school? (College, Jr. College, Vocational, Technical).
- B. What area will you study? (Dental, English, History, Diesel Mechanic).
- C. How will you pay for your post secondary education?
- D. Will you go out of state or find a school locally?
- E. If you will not pursue post secondary education, what are your plans?

Section II - Career

- A. Describe your ideal job.
- B. Which is more important to you, leisure time with family or a successful career?
- C. How many hours a week do you want to work?
- D. Do you plan on staying in one job until retirement or switching careers?

Section III - Financial Planning

- A. What type of salary do you expect to earn?
- B. Which is more important to you - saving money for the future or spending money for things you want now?
- C. At what age do you plan to start saving for retirement?
- D. Will you invest your earnings or hold on to them in a regular savings account?
- E. How do you plan on educating yourself about investments, insurance, real estate, and other financial information?
- F. Will you own your own home or rent? How do you plan to buy a home?

Section IV - Health and Wellness

- A. What are your plans for maintaining your health throughout your lifetime?
- B. How would you feel about a catastrophic illness?
- C. What are your feelings about medical care?
- D. What will you do if you do not have health care through your employer?
- E. Describe your current diet.
- F. Describe your current exercise regime.

Section V - Homelife

- A. Do you plan to marry?
- B. At what age?
- C. Describe your perfect spouse.
- D. Do you plan to have children?
- E. What is your ideal age to begin a family?
- F. How many children would you like to have?
- G. Describe your ideal lifestyle.
- H. How will you raise your children?

Section VI - Personal Fulfillment

- A. What is your favorite hobby?
- B. Describe how you will spend your leisure time as you grow older.
- C. Who do you look to as role models and mentors? How do you find these people?
- D. Do you plan on continuing your education later in life?
- E. What one thing in your life do you need to feel fulfilled?

Section VII - Retirement and Aging

- A. At what age would you like to retire?
- B. Describe your life after retirement.
- C. How will you finance this life?
- D. What will you do if you lose your spouse during retirement?
- E. What are your feelings about aging?
- F. Describe an older person you like or admire.
- G. How will you deal with the effects of aging (ill-health, loss of memory, loneliness)?

LESSON 2: LIFE CHANGES, PART 1

OVERVIEW

In this lesson students will participate in a class discussion to determine and define "change".

VOCABULARY

No new vocabulary.

MATERIALS AND EQUIPMENT

Chalkboard, butcher paper, or any other *large scale* means to record information. Students will need journals, scratch paper, pens, pencils.

INTO THE LESSON

1. Divide students into groups of three or four.
2. Write the word "Change" in the center of your recording surface so everyone can see it clearly. The class will be making a cluster around the word. (See instructions for clustering at the end of the lesson.)
3. Request that each group have a piece of paper and that one person in each group act as recorder, listing the group's responses.
4. Give the groups approximately 10-12 minutes to write at least ten ideas or connections they can make with the word "Change".

THROUGH THE LESSON

Activities

1. Ask each group to narrow their responses to three they consider the best.
2. Have each group, individually, present them and record them on the board (or your recording surface).

3. When all groups have finished, open the floor to other ideas from any student. Look for areas that students may have missed in the first round of suggestions.

Evaluation

Evaluation is based on participation, cooperation, and shared insights.

BEYOND THE LESSON

Integration and/or Extension Ideas

Ask students to write a one-page definition of change in their journals. They should incorporate as many ideas as possible from the lesson.

notes

INSTRUCTIONS FOR CLUSTERING*

Clustering is a technique for generating many ideas about a given subject or text. It utilizes brainstorming techniques, but generally has a narrower, more specific focus, and may have an anticipated (in general) or looked for outcome.

How:

1. When brainstorming, a group offers to a recorder as many ideas as possible related to the subject at hand. All ideas are welcomed, none are rejected.
2. Mapping is an organized visual representation of ideas that are viewed graphically as a whole.
3. In clustering, this same process is done alone and on paper, circling the subject in the center and letting ideas radiate. All words are encircled.

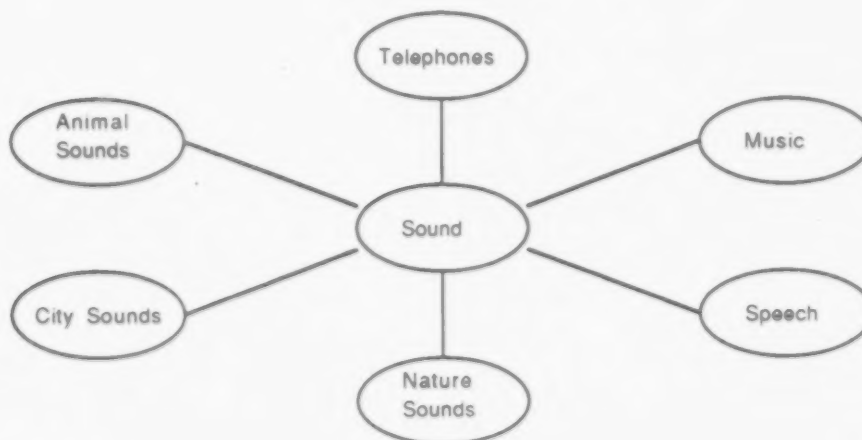
Why:

The purpose of these strategies is to discover a wide range of ideas. One idea piggybacks on previous ideas, leading to fresh new ways of looking at the subject. These strategies help students view ideas as a whole, utilizing both sides of the brain.

When:

These strategies are useful for discovering what students already know about a subject as well as for exploring a range of ideas before writing.

Example:



notes

* From: California Literature Project, Dominguez Hills, July 27, 1989.

LESSON 2: LIFE CHANGES, PART I

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will begin work on a project extending over a period of several days, which will become part of the unit evaluation, as follows:

1. Using their previous "Your Plan For Life" assignment, students will modify their plan by creating at least one major change in each of the four main categories. For example:

- a. **Economic.** Students may incorporate their job loss, or an unexpected promotion into the plan.
- b. **Family Structure.** Students may incorporate a divorce or the responsibility of caring for an elderly relative into the plan.
- c. **Life Goals.** Students may incorporate a change in life goals, such as disenchantment with their chosen profession, "evaporation" of the job itself (as has occurred with new technology replacing the old), or turning what was a hobby into a business, into the plan.
- d. **Physical Well-Being.** Students may incorporate automobile accident/injury or an extended illness into the plan.

2. This may be a class or homework activity.

*Suggested Elements to be Listed Under Change Categories***Economic**

Job loss
Moving
Life style
Expectations
Responsibilities

Life Goals

Achievement/Aptitude
Mentors (New Ideas)
Postponement of goals for economic reasons
Goal/Career Changes

Family Structure

Divorce
Separation
Children/Babies
Eldercare

Physical Well-Being

Illness
Injury
Reduced Ability
Recovery
Alcoholism
Dependency

notes

LESSON 3: LIFE CHANGES, PART II

OVERVIEW

In this lesson students will be introduced to the four major categories of life changes. Students will participate in a "real life" exercise in which they will modify the plan they developed in Lesson 1 to show how they will adapt to each of the four major life changes.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Overhead projector or chalkboard, students' journals, scratch paper, pens, pencils; "Your Plan for Life" from Lesson 1.

INTO THE LESSON

1. Review elements of the previous lesson which focused on the concept of change.
2. Introduce the idea that the changes which occur over a lifetime can be categorized under four major headings: **Economic, Family Structure, Physical Well-Being, and Life Goals**. Each category will include changes that can be planned and those that occur, but are unplanned.
3. This lesson will focus on exploring some of these changes. Students may take notes.

THROUGH THE LESSON

Activities

1. Write the four main categories on the overhead or chalkboard and ask students to suggest examples of changes for each heading. Suggestions may be general, e.g. "college" for *Life Goals* or a specific area of study or even a particular school. (Further examples may be found at the end of the lesson.) To avoid confusion it is suggested

that students respond to one heading at a time, keeping track of their other ideas on scratch paper.

2. Discuss (1) Which changes in one category could also affect another, (2) Which are planned and which are unplanned (some, like job change, could be either, while illness or accident could not be. A new baby might affect all categories).

Evaluation

Evaluation is based on participation and on concept understanding as evidenced by contributions to the review.

notes

LESSON 4: PARTNERS IN GROWTH

OVERVIEW

This lesson will focus on the effect of growth on relationships and lifestyle. Emphasis will be on students' understanding of the factors that allow for growth within a relationship.

VOCABULARY

growth *reflection*
growing apart

MATERIALS AND EQUIPMENT

Overhead projector or chalkboard; students will need journals, notebooks, pens, pencils, student dictionaries.

INTO THE LESSON

1. **Journal entry:** Ask students to choose any age between two and twelve and describe themselves at that age. Descriptions should be sufficiently elaborate to give others an idea about what students were like at the age they chose. Explain that this is a process of "reflection" for the purpose of gaining new insights.

2. Ask student volunteers to share a memory from the age they picked.

3. **Suggested questions for discussion:** (1) Are you the same person now as you were at the age you wrote about? (2) Are there things you have consciously tried to change about yourself? (3) Can people change?

THROUGH THE LESSON

Activities

1. Ask the class to define "growth". Write ideas on the board. Share the dictionary definition. (Webster's Collegiate gives: the process of growing; progressive development; increase, expansion). Determine together, a definition relevant to this class, and have students enter it in their personal dictionaries.

2. **Discuss:** Kinds of growth (mental, physical, emotional, spiritual) and how and when they are likely to occur. What causes the various kinds of growth and development? Be sure to stress the importance of nutrition, exercise, study, experience, practice and other factors necessary for growth.

3. **Questions:** (1) What is the meaning of the term, "growing apart"? (2) What kind of problems can occur in relationships (partnerships, marriages) when individuals grow apart from one another instead of together?

4. **Suggestion:** If you are comfortable with the class, it might give students added perspective to hear one of your own personal growth experiences.

5. Focus class discussion on ways individuals in a relationship can grow with each other instead of away from each other. Although we generally think of this in terms of marriage partners, growing apart happens in families as well. How can immediate family members grow together? extended family members?

notes

LESSON 4: PARTNERS IN GROWTH

6. Ask students to write a one-page essay discussing ways they could facilitate "growing together" in a family or in a marriage. (For portfolios).

Evaluation

Evaluation will be based on participation, and writing to the topic.

BEYOND THE LESSON

Integration and/or Extension Ideas

Students should continue to work on the changes they are incorporating in "Your Plan For Life".

notes

LESSON 5: WHAT IS SUCCESS?

OVERVIEW

In this lesson students will work creatively to complete a "flashback" written from the perspective of themselves at age 65. Students will define and characterize their idea of success. This lesson is the unit culmination, synthesizing its key points.

VOCABULARY

success *reflection*
regrets

MATERIALS AND EQUIPMENT

Chalkboard or other surface suitable for large scale recording of information; students will need notebooks, pens, pencils.

INTO THE LESSON

1. Dr. Jonas Salk on his 201st try, developed a vaccine that could prevent polio or infantile paralysis. Someone asked him how this outstanding achievement caused him to view his previous 200 failures. He said he never had 200 failures, he had experiences from which he learned what he needed to know for his 201st experience. Ask students to interpret this statement.

2. Clustering exercise: write "success" on the board and enclose it in a circle. Students will brainstorm a cluster for the word "success". (Review Lesson 2 of this unit for the clustering method.)

3. Students should focus on what success means to them.

THROUGH THE LESSON

Activities

1. The following exercise may be used as an extended journal entry or an essay for the students portfolios.

Prompt: Imagine yourself at age 65. Reflect on your life carefully examining your success, failures, and other growth experiences. Look at areas of your life such as career, family, economics, lifestyle, and health. Do you have any regrets? Of what are you most proud? Be detailed and creative. Title the essay "Flashback".

2. Collect "Your Plan For Life" revisions for evaluation.

Evaluation

Evaluation is based on participation, and writing to the topic, "Your Plan For Life" insights, and the ability to present clear, concise ideas in speaking and writing.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Ask volunteers to share some elements of their "Flashback" essays.
2. Ask volunteers to share any insights gained from "Your Plan For Life" revisions.

notes



LESSONS 1-7

OVERVIEW

This unit will explore the range of emotions in the human condition. Expected student outcomes include the ability to recognize and differentiate emotions and learn coping strategies for dealing with the emotions of themselves and other people. Background material for the lessons in this unit have been adapted or excerpted from *Entering adulthood: Living in relationships* by Betty M. Hubbard of the Contemporary Health Series, with permission of the publisher (see bibliography). Modifications have been made, when necessary, to accommodate the goals and objectives of this program. This unit can serve as an introductory unit for senior high students before proceeding to Unit 6B.

LESSON 1: RELATIONSHIP PATTERNS, PART I

Overview: This lesson will help students identify different relationship patterns and determine how their own relationships correlate with the given patterns.

LESSON 2: RELATIONSHIP PATTERNS, PART II

Overview: This lesson is a continuation of Lesson 1, and has been adapted from the same source. In this lesson students will participate in activities which apply the information found in Lesson 1.

LESSON 3: WHAT ARE INTIMACY, PASSION, AND COMMITMENT?

Overview: In this lesson students will analyze a series of questions to determine their feelings on commitment, passion, and intimacy. Students will then analyze one of their own relationships to see which components are most important in that relationship.

LESSON 4: HANDLING PASSION

Overview: In this lesson students will determine their own limits for passionate behavior. Students will analyze the factors that contribute to their feelings about passion as they participate in group discussion and class lectures.

LESSON 5: RELATIONSHIP PROGRESSIONS

Overview: In this lesson students will discuss the attributes that attract them to another person. Students will describe phases of relationships through direct feedback and extended activities.

LESSON 6: ANALYZING RELATIONSHIPS

Overview: In this lesson students will examine their own relationships as they practice analyzing constructive and destructive elements of relationships.

LESSON 7: CHOOSING TO BREAK UP

Overview: In this lesson students will practice skills used in ending relationships. Students will be able to describe reasons for ending relationships and will list steps for recovery from an ended relationship.

LESSON 1: RELATIONSHIP PATTERNS, PART 1

OVERVIEW

This lesson will help students identify different relationship patterns and determine how their own relationships correlate with the given patterns.

VOCABULARY

intimacy passion
commitment

MATERIALS AND EQUIPMENT

Teachers will need a Handout or transparency of "Three Components of Relationships", overhead projector or large-scale means of recording information, such as butcher paper and copies of the student Worksheet "Types of Relationships". Students will need journals, paper, and green, red, blue, and black markers, colored pencils, or crayons, and notebooks.

INTO THE LESSON

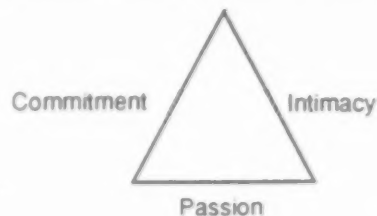
1. State that this lesson will describe the various patterns certain relationships may fit.
2. Divide the class into small groups of three to four.
3. Provide each group with three sheets of paper, and crayons/markers in red, blue, green and black.
4. Instruct students to write "Intimacy" in the center of one sheet of paper, in *black*. Students in each group will be "clustering" around the word. (See Unit 4: Growth and Change, Lesson 2 for clustering procedure.) Ask groups to write a specific number (perhaps five) of responses for the word "Intimacy", in *blue*.

5. Repeat this process for "Passion" and "Commitment", using *red* for passion and *green* for commitment.

6. Using the large recording surface so all can easily observe, write the three words as separate headings, in *black*. Ask for at least one response from each-group for each word, working with one heading at a time and creating a class cluster for each. *Note*: Class recorder should use the appropriate color for each word heading.

7. As a class, decide upon a one-sentence definition for each word (*intimacy, passion, commitment*). Ask students to record these in their journals.

8. Draw an equilateral triangle on the overhead or chalkboard (in color if possible), labeling the sides as follows:



THROUGH THE LESSON

Activities

1. Present the information in *Loving and Being Loved* to students via direct lecture or other appropriate method.
2. Ask students to take notes in their notebooks.

Evaluation

Evaluation is based on participation and contribution to the discussion.

notes

LESSON 1: RELATIONSHIP PATTERNS, PART 1

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Distribute the Handout "Three Components of Relationships" or project the material using the overhead. Review the concepts.

2. Distribute the student Worksheet "Types of Relationships". This is to be completed in class or as homework; for use in Lesson 2 of this unit and as part of the evaluation of concept understanding for both lessons following Lesson 2.

notes

LESSON 1: RELATIONSHIP PATTERNS, PART 1

The following background information has been excerpted from Living in Relationships, pages 15 and 16.

Loving and Being Loved

Loving and being loved are basic human needs. We first learn about forming relationships within our families, as children. The ways in which we learn to interact with others are then repeated in our future relationships. There are certain skills such as communication, decision making, improving self-esteem, and awareness of our own values that can be developed and therefore enhance or change the way we interact in relationships.

Each person has many different relationships. For example, there are relationships with parents, siblings, friends and girlfriends and boyfriends.

Every relationship is different because of the different kinds of feelings experienced and because the people within each relationship are unique. Relationships never stay the same. They change as circumstances change, as the individuals in the relationship change, and as individuals in relationships learn more about one another. Good relationships require work and an investment of time. One person cannot maintain a relationship; there must be mutual concern and effort by both partners.

Mini-Lecture

Relationships can be described in terms of three components: intimacy, passion, and commitment (Sternberg, 1986). *Intimacy*, includes the feeling of closeness and "connectedness" that are experienced in loving relationships. Intimacy usually grows steadily at first and then tapers off. It is the component that we experience with family, friends and lovers.

Passion refers to the drives that lead to romance, physical attraction, and sexual attraction. It develops rapidly in relationships, then levels off. Passion involves a high degree of physical arousal and an intense desire to be with the "loved one."

Commitment encompasses the decision that one cares for another and wishes to maintain the relationship. It increases gradually at first and then grows more rapidly as the relationship develops. A father's love for his child is often characterized by a strong level of commitment.

The strength of these components may differ from one relationship to another and may change over time within the same relationship. For example, a couple that is going steady may find that the level of intimacy in their relationship begins to decrease. One or both of the partners may decide they no longer want the same degree of commitment; therefore they may break up and date other people.

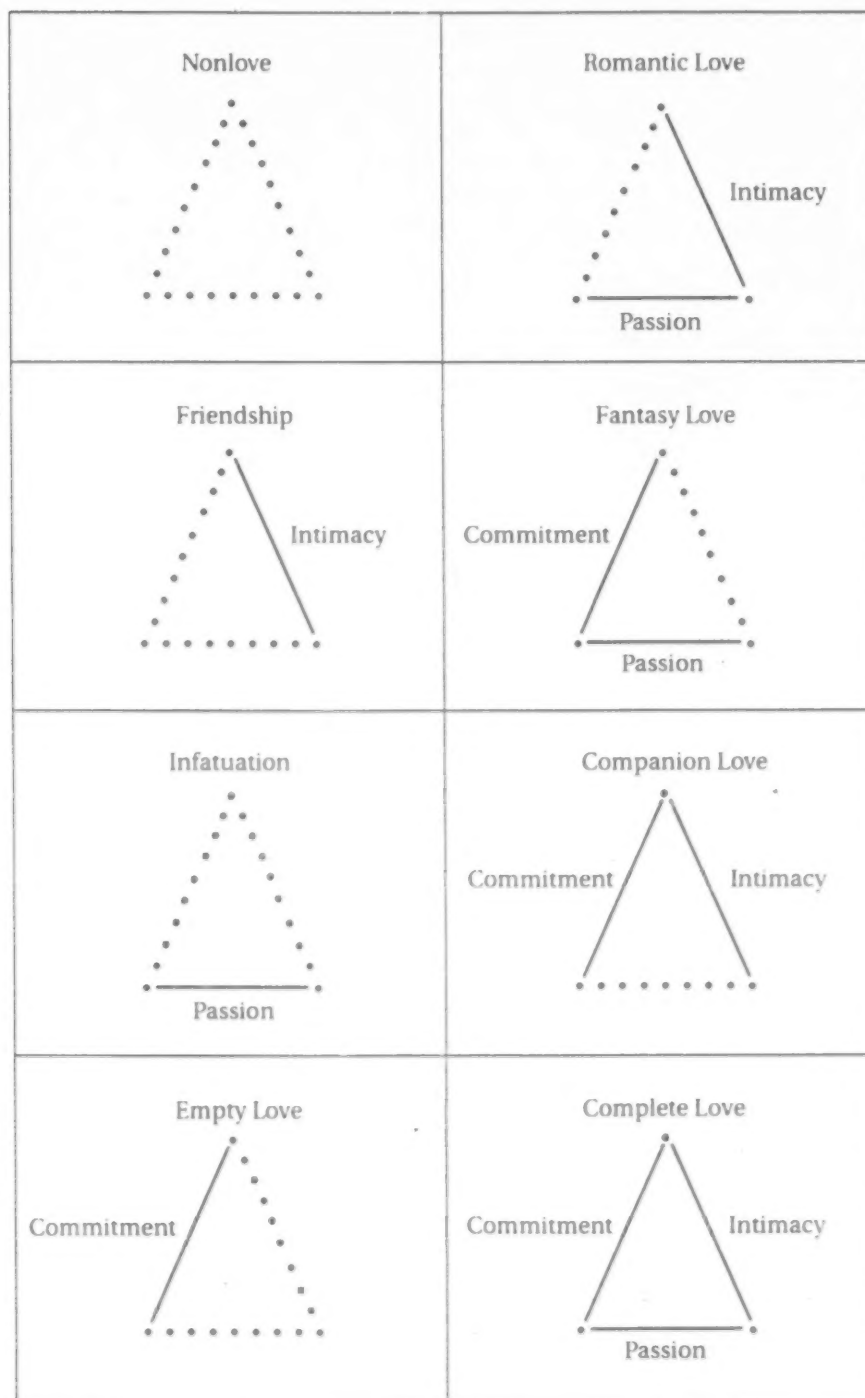
The absence of all three components is *nonlove*, which describes the relationship we have with acquaintances. *Friendship* is the relationship that contains intimacy. Friendship is usually the first type of relationship we experience outside of our families. It is possible for friendship to develop passion and/or commitment. But when this happens, the friendship

LESSON 1: RELATIONSHIP PATTERNS, PART 1

goes beyond liking and becomes a different kind of relationship. *Infatuation* involves passion without intimacy or commitment. This is "love at first sight" and is characterized by preoccupation with the other person, seesawing emotions, and an acute desire to be with the "object of desire." *Empty love* is commitment without intimacy or passion. It is the kind of relationship that is seen in a stagnant marriage or other long-term relationships that have become a "habit." In our culture, we often view love as a final stage in a relationship. In other cultures it may be the beginning of the relationship, for example, in societies where marriages are arranged. Commitment is the only component that exists in the beginning. Later in the relationship, intimacy and/or passion may develop.

Romantic love includes intimacy as well as passion. Most people first experience romantic love during adolescence or early adulthood. This is the "Romeo and Juliet" type of relationship; closeness and physical arousal, but without commitment. *Fantasy love* involves passion and commitment without intimacy. This relationship is the type that is often portrayed in TV and movies. Boy meets girl, a whirlwind romance results, and three weeks later they are married. This kind of relationship is unlikely to last without the stabilizing effect of intimacy. *Companion love* contains intimacy and commitment. It is basically a long-term friendship such as may develop in a marriage after passion has ended. *Complete love* exists when all three components of the triangle are present. Achieving this kind of relationship is difficult. Once achieved, much effort is required to sustain such a special relationship.

THREE COMPONENTS OF RELATIONSHIPS*



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TYPES OF RELATIONSHIPS*

Describe and give examples of these types of relationships as they are explained in class.



Nonlove _____



Friendship _____



Infatuation _____



Empty Love _____



Romantic Love _____



Fantasy Love _____



Companion Love _____



Complete Love _____

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For information about other related materials, call 1-800-321-4407.

LESSON 2: RELATIONSHIP PATTERNS, PART II

OVERVIEW

This lesson is a continuation of Lesson 1, and has been adapted from the same source. In this lesson students will participate in activities which apply the information found in Lesson 1.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Teachers will need enough copies of Case Studies to provide each small group with one "card". Case study cards will be rotated so that all groups will eventually work with each case study. Students will need journals, scratch paper, pencils, pens, green, red, blue, and black markers, colored pencils, or crayons, and completed Worksheets (Types of Relationships) from Lesson 1. Teachers may want to use the overhead projector or chalkboard in discussions.

INTO THE LESSON

1. Ask students to share their responses to their completed "Types of Relationships" Worksheets with the class, beginning with "Nonlove".

2. Continue this process until the class has had an opportunity to discuss each type of relationship. *Note:* Check for students' understanding of the *concept* of each relationship type, not the exact wording from the Lesson 1 background information.

THROUGH THE LESSON

Activities

1. Divide the class into small groups of three to four persons.

2. Explain to the students that they will now have a chance to apply what they have learned about relationship triangles.

3. Present the Example Case Study to the class. Ask students to determine which type of relationship is being described (Romantic Love, Friendship, etc.). Use the example to model discussion for the activity which follows.

4. Distribute one Case Study to each group. Ask students to read their case study and determine which type of relationship is being described. One person in each group should act as a recorder, writing down decisions and pertinent supporting data. Allow approximately five minutes for groups to discuss and arrive at a consensus.

5. Rotate case studies so that each group has an opportunity to review each one in the same manner.

6. When all groups have worked with all case studies, discuss them with the class. Emphasize the concept of relationship patterns, and the need for supportive data in decision-making.

Evaluation

Completed Worksheets and student participation in group activities and discussions will form the basis for evaluation of student progress.

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will write answers to the following questions in their journals:

1. Which of the following components do you believe is the most important: intimacy, passion, commitment? Support your choice.

notes

LESSON 2: RELATIONSHIP PATTERNS, PART II

2. What types of relationships do junior high school age students have in their lives?

3. Analyze one of your own relationships and determine which triangle it fits best.

notes

CASE STUDIES FOR LESSON II

The "Example Case Study" and studies 1-3 have been excerpted from *Entering adulthood: Living in Relationships*, pages 11-12. Answers have been provided at the end for the teacher.

Example Case Study

Ben and Jason have been friends since they were five years old. They are in high school now but still share their secrets and enjoy talking about the "fun" times they have had throughout the years. They often laugh about the time they got caught ringing the neighbors' doorbells in the middle of the night.

Analyze the case study with the class. Intimacy was present, but passion and commitment were missing, so this relationship was one of *friendship*. Students may draw and label a triangle to represent this case study, using *blue* to represent the one component present, *intimacy*, and black to represent those that are missing, *passion* and *commitment*.

Case Study 1

Maria and Joe have been married for 30 years. During this time they have developed separate interests. Joe spends his vacation time fishing with his friends from work. Maria vacations with friends at the beach. Both Joe and Maria are comfortable with remaining in the marriage but leading separate lives.

Case Study 2

Bill and Tara are college students who met on the beach during a summer vacation in Florida. It was "love at first sight." There were moonlit walks on the beach and water fights in the surf. On the last day of the two-week vacation, Bill and Tara drove to a justice of the peace and got married.

Case Study 3

Angela and Josh are high school students who met while working on the school newspaper. At first they saw each other in group situations and soon discovered they shared many common interests and feelings. One night Josh offered Angela a ride home after finishing the newspaper layout. They went out for a pizza, held hands, and shared a fantastic good night kiss. They have been dating for three weeks.

Case Study 4

Jim and Sara are junior high students who met the first day of school. They have a Spanish class together and they often work together on class projects. They don't see each other the rest of the day.

CASE STUDIES FOR LESSON II

Case Study 5

Jon and Heather are high school seniors who have been dating since their freshman year. They see each other regularly on weekends, sometimes alone and sometimes with other couples. They continue to feel about each other the same way they felt when they began dating. Jon and Heather are planning to marry after graduation. They consider themselves best friends who can share each others' secrets.

Case Study 6

Walter and Kim met in a first year college art class and they fell in love at first sight. They have been dating for about six weeks. When they are together, which is usually every waking moment, they are consumed with one another. In those rare moments when they are apart, Kim wonders if Walter is seeing anyone else, and Walter thinks about slowing down their relationship.

Case Study 7

Salvador and Maria have been married five years. In the early years of their marriage they were passionate and loving, but their feelings are now less intense than the beginning. Salvador and Maria are still committed to their relationship and they continue to share their favorite activity, cross country skiing.

Case Study 8

Melissa and Todd have known each other since elementary school. They live on the same street and often spend their afternoons skateboarding or working on school projects. Melissa talks to Todd about her problems with her parents and Todd tells Melissa stories about the stunts he and his friends try to pull in their eighth grade English class.

ANSWERS TO CASE STUDIES FOR LESSON II

Study 1

Empty Love. Commitment was present, intimacy and passion were missing.

Study 2

Fantasy Love. Passion and commitment were present, intimacy was missing.

Study 3

Romantic Love. Intimacy and passion were present, commitment was missing.

Study 4

Nonlove. None of the components is present. These two are acquaintances.

Study 5

Complete Love. All components are present and passion remains strong.

Study 6

Infatuation. Only passion is present. There is a lack of trust signifying an absence of the closeness or "connectedness" necessary for intimacy, and commitment is also missing.

Study 7

Companion Love. Commitment and intimacy are definitely present, but passion has leveled off, but not disappeared.

Study 8

Friendship. Intimacy is present, but not passion or commitment. These two have a close relationship of long standing.

Note: It is important to stress that these relationships are *states of being*. Students need to recognize that one kind of relationship is not, in and of itself, better than another — it is simply different in type. Most individuals will experience each type of relationship within their life span.

LESSON 3: WHAT ARE INTIMACY, PASSION, AND COMMITMENT?

OVERVIEW

In this lesson students will analyze a series of questions to determine their feelings on commitment, passion, and intimacy. Students will then analyze one of their own relationships to see which components are most important in that relationship.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Students will need journals, pens, and pencils. Teachers will need copies of Worksheet "Analyzing the Relationship Triangle".

INTO THE LESSON

1. Ask students to review what they have learned about the three sides of the relationship triangle. Do this review process by asking for student volunteers to respond to questions about the case studies used in previous lessons. Questioning could be based on reciting information, or could involve problem solving.

2. Student misconceptions about intimacy, passion, and commitment should be carefully drawn out and handled so that students begin to understand that these three concepts mean different things to different people.

THROUGH THE LESSON

Activities

1. Pass out Worksheet "Analyzing the Relationship Triangle".

2. Step 1 on the Worksheet requires students to respond to each question by circling the degree of emotional response that the question generates in them.

3. Step 2 on the Worksheet asks students to underline the action in the statement. *Example:* How do you feel about teens who go steady?

4. Step 3 on the Worksheet asks students to write which of the sides of the triangle the action represents. *Example:* Going steady represents the commitment side of the triangle.

5. Step 4 asks students to note, based on their responses, which side of the triangle they see occurring most frequently in their relationships. This can be written in at the bottom of the Worksheet, or discussed in the group if the students are comfortable sharing responses.

Evaluation

Evaluation will be based on participation and appropriateness of responses in review of major concepts; written work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Ask students to respond to the following questions. (Using journals is suggested.) These questions may be answered in class or as homework.

Choose an important relationship in your life and analyze it by doing the following:

A. Identify the other person in the relationship (not necessarily by name, e.g. close friend).

notes

LESSON 3: WHAT ARE INTIMACY, PASSION, AND COMMITMENT?

- B. List the components that are present in the relationship (intimacy, passion, and/or commitment).
- C. Describe the behaviors of each partner that demonstrate intimacy, passion, and/or commitment.
- D. Discuss behaviors that the students can engage in to improve the relationship.

notes

LESSON 3: WHAT ARE INTIMACY, PASSION, AND COMMITMENT?

The following background information has been excerpted from Living in Relationships, page 25, with some modification.

Teacher Background Notes

Relationships and Behavior

Each individual has the opportunity for many types of relationships in his or her life. Every individual makes choices that affect which relationships will endure and which will end. These choices involve behaviors in response to the feelings we have for other people. A friendship can be maintained or strengthened through behaviors that express intimate feelings. Spending time together, doing things for each other, sharing experiences, and writing notes and letters are activities that foster intimate feelings. People who choose to nurture the relationships that include intimacy (friendship, romantic love, companion love, and complete love) work to preserve the feeling of closeness.

When the word "passion" is mentioned in our society, people often think it refers to intimate sexual behaviors. However, there is a wide range of behaviors that express passionate feelings. These behaviors may include: eye contact, smiles, arms around the shoulder or waist, holding hands, kissing, gentle or playful touching, as well as various forms of sexual contact. Each person must choose which behaviors are appropriate for him or her to use in expressing passionate feelings. Relationships that include passion (infatuation, romantic love, fantasy love, and complete love) can be nurtured by engaging in the behaviors that each partner decides are appropriate.

As with the components of intimacy and passion, there are many ways in which a person can demonstrate commitment. Making future plans together, making joint decisions, and working toward mutual goals are behaviors that solidify relationships that include commitment. These relationships include empty love, fantasy love, companion love, and complete love.

Mini-Lecture

Like fear and hunger, intimacy and passion are feelings. (Commitment is the cognitive, tangible component of friendships.) A person cannot choose to experience or avoid feelings; however, a person can choose the response to a feeling. If a person is angry, he or she may choose to yell at a friend, run two miles, or go for a drive. If a person feels intimate, he or she may choose to write a note to the friend, telephone him or her, or do nothing at all.

1. How do you feel about teens that go steady? ()	Very strongly	Strongly	Mildly	No opinion
2. How do you feel about spending time with brothers and/or sisters? ()	Very strongly	Strongly	Mildly	No opinion
3. How do you feel about dating someone who is just a friend? ()	Very strongly	Strongly	Mildly	No opinion
4. How do you feel about girls who put their arms around each other? ()	Very strongly	Strongly	Mildly	No opinion
5. How do you feel about premarital sex for girls? ()	Very strongly	Strongly	Mildly	No opinion
6. How do you feel about talking with your parent(s)? ()	Very strongly	Strongly	Mildly	No opinion
7. How do you feel about boys who put their arms around each other? ()	Very strongly	Strongly	Mildly	No opinion
8. How do you feel about people who break promises? ()	Very strongly	Strongly	Mildly	No opinion
9. How do you feel about premarital sex for boys? ()	Very strongly	Strongly	Mildly	No opinion
10. How do you feel about doing things with your friends? ()	Very strongly	Strongly	Mildly	No opinion
11. How do you feel about spending time alone? ()	Very strongly	Strongly	Mildly	No opinion
12. How do you feel about teen marriages? ()	Very strongly	Strongly	Mildly	No opinion

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LESSON 4: HANDLING PASSION

OVERVIEW

In this lesson students will determine their own limits for passionate behavior. Students will analyze the factors that contribute to their feelings about passion as they participate in group discussion and class lectures.

VOCABULARY

abstinence

infatuation

MATERIALS AND EQUIPMENT

Teachers will need overhead projector, or copies of the Handouts "Have You Ever?" and "Five Questions". Students will need pens, pencils, paper and/or journals.

INTO THE LESSON

1. Have students respond to the "Have You Ever?" questions. Responses may be listed in journals, or on a piece of paper. Responses should be limited to a simple yes or no. *Note:* Point out to students that every person, at one time or another has been able to say yes to many of these questions. There is nothing wrong in responding with a yes.

2. Discuss the following points with students in a lecture or discussion format (Excerpted from *Living in Relationships*, pages 34-35.)

- Decisions associated with passion are often more difficult for young people than those associated with commitment and intimacy.
- Many people first experience the passion component of the relationship triangle during the teen years.

- A feeling characterized by obsession and preoccupation with a loved one is the extreme end of passion.

- Each person must decide how he or she expresses physical attraction in relationships.

- Ways of expressing passion can be placed along a continuum ranging from eye contact to sexual intercourse. (See teacher resources for continuum.)

- Communication between partners regarding their personal "rules" about physical involvement is important in relationships that include passion.

- The sources for input for rules relating to passionate behavior (parents, churches, TV, music, video, peers, siblings, books, movies) are varied; however, each person makes his/her own rules.

- People make better decisions regarding the handling of passion when they have time to think and gather information. Know how you feel before you get into a situation where you might make an irrational choice.

- Talking with a partner about the kinds of physical contact that are personally acceptable can help avoid "pressure" situations. *Teacher Note:* It would be advisable to have information on hand dealing with the topic of date rape for students who have trouble defining the limits of "no".

- People often base the behaviors that express passion on the presence or absence of commitment in the relationship.

notes

LESSON 4: HANDLING PASSION

- Sexual abstinence is a rule for many teens. It eliminates the risk of pregnancy and Sexually Transmitted Diseases (STD's), and reduces the number of emotional "hazards" involved with teen age relationships. *Teacher Note:* It is up to the individual teacher to handle questions about sexuality that may arise from class discussion.

THROUGH THE LESSON

Activities

1. Divide class into groups of three to four students.
2. Have each group of students discuss where they get their input for rules relating to passionate behavior. Ask them to look at each of the categories mentioned in the information given and decide how much each category has influenced them. For instance, have they been influenced more by TV or church? Parents, siblings or friends?

Evaluation

Evaluation will be based on participation in discussion and group activities, as well as written work.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Have students answer questions from "Five Questions" worksheet. For portfolios.
2. As a class time or homework activity, have students write a paragraph that defines their rules for passionate behavior. The paragraph should be detailed enough to show that they have formulated their own individual limits regarding passionate behavior. For journals.

notes

TEACHER RESOURCE

CONTINUUM OF PASSIONATE BEHAVIORS*

_____	Eye contact	(Least)
_____	Smiles	
_____	Holding hands	
_____	Kissing	
_____	Touching above the waist (outside of clothes)	
_____	Touching above the waist (beneath clothes)	
_____	Touching below waist (outside of clothes)	
_____	Touching below waist (beneath clothes)	
_____	Sexual intercourse	(Most)

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For information about other related materials, call 1-800-321-4407.

HAVE YOU EVER?*

Have you ever...

1. had thoughts about a loved one that kept popping into your mind?
2. spent a great deal of time intentionally fantasizing about a loved one?
3. thought of everything you do in terms of how a loved one would respond (whether he or she would like or dislike it)?
4. felt happy or sad depending on the amount of attention you got from someone you love?
5. had thoughts about a loved one that interfered with your job or schoolwork?
6. pressured someone into making a commitment before he/she was ready?
7. focused only on a loved one's good qualities and ignored the bad ones?
8. wished that a loved one would feel the same way you do about him/her?
9. felt so intensely about someone that other concerns seemed unimportant?
10. felt extremely shy and awkward around someone you cared about?
11. felt like walking-on-air when a loved one paid attention to you?
12. experienced an aching of the "heart" (tightening of the chest or stomach) when you knew you were about to see the one you cared for?

FIVE QUESTIONS*

1. Where do you get your rules about behavior that express passion?

2. What are the advantages of making a decision about behavior before you get into a "pressured" situation?

3. What are the advantages of communicating your decision about your behavior before you get into a "pressured" situation?

4. What behavior is OK for the first date? 5th date? going steady? being engaged? being married?

5. Are there advantages of abstinence (not having sex) for teens? What are they?

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LESSON 5: RELATIONSHIP PROGRESSIONS

OVERVIEW

In this lesson students will discuss the attributes that attract them to another person. Students will describe phases of relationships through direct feedback and extended activities.

VOCABULARY

proximity	similarities
response	invitation

MATERIALS AND EQUIPMENT

Teachers will need student copies of "Phases of Relationships". Students will need pencils, pens, scratch paper, journals.

INTO THE LESSON

1. Divide the class into groups of three to four. Make sure groups are balanced according to gender.

2. Have groups create a group list of what characteristics they find attractive in a person. If students are stuck, give them the following words to rank in order of importance:
good looking, good sense of humor, honest, loyal and trustworthy, wealthy, intelligent, athletic.

3. Discuss the attributes with the class. Be careful not to place approval or disapproval of choices on the ranking.

4. Point out to students that individuals are attracted to one another because of physical appearance, personality, proximity, and similarities.

THROUGH THE LESSON

Activities

1. Present the mini-lecture on "The Progression of Relationships". *Teacher Note:* You may want to discuss with students how you might handle/encourage different types of personalities in the response phase. Students might also like to discuss how you deal with shyness and snubs in the invitation and response phases. You might refer back to Unit 4: Communication and pick up some of the ideas expressed in that unit.

2. Pass out Worksheet "Phases of Relationships", Parts I & II.

3. Have students answer questions on paper or in their journals.

Evaluation

Evaluation will be based on participation in groups and discussion.

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will respond to the "Phases of Relationships, Part II" questions in their journals. This activity can be done inside or outside class.

notes

LESSON 5: RELATIONSHIP PROGRESSIONS

The following background information has been excerpted from Entering Adulthood: Living in Relationships, page 49.

Mini-Lecture

The Progression of Relationships

Once initiated, all relationships evolve following a general framework. In examining various phases, it is important to remember that relationships are fluid and dynamic; therefore, this framework is based on generalities.

- Phase I - *Invitation* is when one person signals that he/or she wants to relate to another. It may take the form of eye contact, a "Hi," or a smile. Later in the relationship, invitation may continue as a hello kiss or a smile across the room. These expressions nourish an ongoing relationship.
- Phase II - *Response* to the invitation may determine whether or not a relationship begins. For example, responding with a smile to a greeting will likely encourage further contact. In an ongoing relationship, response takes the form of listening to the other person and following through on plans and agreements.
- Phase III - *Care* refers to concern for another. When a person cares, he or she considers another's interests, desires and wants important to that person's happiness.
- Phase IV - *Affection* is characterized by a desire to be physically close to another. Affection can be expressed verbally through comments of appreciation or by touching.
- Phase V - *Playfulness* involves exhibition of delight and pleasure in another. Laughter and feelings of exhilaration accompany this playfulness, whether it is lovers playing chase or a father tossing his daughter into the air.

Up to this point, all the phases could be characteristic of any kind of relationship - parent, friend, sibling or lover. Care, trust, affection and playfulness usually develop at the same time and reinforce each other as the relationship progresses.

PHASES OF RELATIONSHIPS, PART I

Describe each of the phases of relationships.

Invitation—

Response—

Care—

Trust—

Affection—

Playfulness—

Sexual Intimacy—

PHASES OF RELATIONSHIPS, PART II

1. *a. What are some of the most interesting invitations you have seen or heard?*

b. What invitation are you most likely to respond to? What invitation would you ignore?
2. *a. What are some responses that would encourage a relationship?*

b. What are some responses that would discourage a relationship?
3. *List three ways a person could exhibit care within a relationship.*
4. *How does trust influence a relationship?*
5. *Name three verbal comments that would express affection in a relationship.*
6. *Give an example of playfulness that could be part of a friendship.*
7. *What advice would you give to someone who was considering making sexual intimacy a part of his/her relationship?*

LESSON 6: ANALYZING RELATIONSHIPS

OVERVIEW

In this lesson students will examine their own relationships as they practice analyzing constructive and destructive elements of relationships.

VOCABULARY

self-esteem
flexibility
honesty
dependency

responsibility
trust
jealousy

MATERIALS AND EQUIPMENT

Students will need journals, pens, pencils. teachers will need student copies of the Worksheet "Assessing Your Relationship".

INTO THE LESSON

1. Pass out the Worksheet "Assessing Your Relationships".
2. Ask students to complete questions 1-14 and then score themselves.
3. If the class feels comfortable have them share their responses.

THROUGH THE LESSON

Activities

1. Present the information given in the teacher background information, "Elements in Relationships".
2. This information can be presented through lecture, class discussion, and/or a Handout for students.

Evaluation

Written work will become part of the student's portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Ask the students to complete the four reaction statements at the end of the "Assessing Your Relationships" Worksheet. This Worksheet will become part of each student's evaluation portfolio.

2. As an out of class assignment have the students do the following:
Select a couple from television, movies, or a book. Write 300 words analyzing the destructive and constructive elements in the relationship. The couple can be friends or a romantic pair.

This assignment should be written in the student's journal.

notes

LESSON 6: ANALYZING RELATIONSHIPS

*The following background information has been excerpted from **Entering adulthood: Living in Relationships**, pages 75-6.*

Elements in Relationships

In any ongoing relationship — with friends, parents, lovers or siblings — there are cycles. There are periods of great intimacy, irritation, ambivalence, and even dislike. However, in positive relationships, specific *constructive elements* underlie the interactions:

- *Self-esteem* is one's sense of personal worth; it is the most important factor an individual brings to a relationship. A person with low self-esteem moves from one unsatisfying relationship to another because he or she cannot accept interest from another. Instead of feeling good about the interest another person is showing, a person with low self-esteem devalues the other individual. He or she reasons that if the other person wants me there must be something wrong with them.
- *Responsibility for self* refers to the striving of each individual within the relationship to reach his or her own potential. No matter how intimate a relationship becomes, each person remains fully responsible for himself or herself. Developing a strong sense of self prevents the relationship from becoming an escape or an excuse.
- *Flexibility* means allowing for and expecting change within the relationship. This includes changes in role and in feelings. As the individuals in the relationship grow and develop, the relationship will be altered. Accepting and working to accommodate change keeps the relationship satisfying and worthwhile.
- *Trust* means having faith that both partners are working towards a positive relationship. Trust includes faith in the other's motives. This requires that each person has the other's best interests at heart.
- *Honesty* is revealing who and what we are as well as our feelings about our partner. Many people have difficulty disclosing their inadequacies and honest feelings to others. However, pretending to be someone we are not and hiding true feelings cannot lead to a rewarding and fulfilling relationship.
- *Communication* refers to the ability to exchange information and feelings. Working to maintain the exchange of messages in an easy and effective manner is a vital step toward a strong relationship.
- *Destructive elements* can also be part of relationships. Two of the most common destructive patterns of interaction are described below:

LESSON 6: ANALYZING RELATIONSHIPS

- *Jealousy* is the result of the fear of losing someone's love. Jealousy is not a measure of love, but rather of the degree of one's insecurity. Everyone can be expected to experience jealousy at some time; however, the feeling should not be severe enough to interfere with normal functioning. Jealousy can damage or destroy relationships by driving away the other person. Insecurity, low self-esteem and dependency are contributing factors to jealousy. Jealous feelings may be overcome by:

- * trying to find out exactly what it is that is making you jealous;
- * putting your feelings in perspective;
- * maintaining separate friends and interests.

- *Dependency* refers to a relationship in which one partner delegates the responsibility for their emotional or physical well-being to the other. One or both partners may exhibit excessive dependency in the relationship. Dependency is characterized by the couple who wants to be with each other constantly. All other people and activities become unimportant and any attempt of either partner to be independent is viewed as a threat to the relationship. Possessiveness and jealousy are common and eventually the lack of personal growth stifles the relationship. Excessive dependency can be overcome by :

- * recognizing the nature of the problem;
- * developing an understanding of why such dependency exists;
- * initiating a program to increase independence.

ASSESSING YOUR RELATIONSHIPS*

What kind of relationship do you have? Complete this exercise to find out.

Respond to each of the following questions by writing yes or no in the blank.

- _____ 1. Do you feel that your partner (or friend) does not understand you?
- _____ 2. Are you able to speak freely with your partner (or friend) about things that bother you?
- _____ 3. Do you both take a genuine interest in each other's lives?
- _____ 4. Do both partners (or friends) maintain individual interests?
- _____ 5. Is your relationship the only important relationship in your life?
- _____ 6. Do you believe that you are a worthwhile person outside of the relationship?
- _____ 7. Do you expect your partner (or friend) to meet all of your emotional or physical needs?
- _____ 8. Is your relationship often threatened by others outside of the relationship?
- _____ 9. Can you be sure of yourself around your partner (or friend)?
- _____ 10. Are you uncomfortable sharing your feelings with your partner (or friend)?
- _____ 11. Do you and your partner (or friend) work to improve your relationship?
- _____ 12. Do you feel good about yourself?
- _____ 13. Do you feel you have become a better person because of the relationship?
- _____ 14. Can both partners (or friends) accept a change in roles and feelings within the relationship?

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SCORING

Scoring: Look over your responses and give yourself one point for each *yes* response for numbers 2, 3, 4, 6, 9, 10, 11, 12, 13, and 14 and one point for each *no* response to 1, 5, 7, and 8.

If you scored:

Δ 1-3: This indicates few constructive elements in your relationship. You might examine your motive for continuing the relationship and perhaps work towards developing more constructive elements.

Δ 4-6: This indicates problems that may be solved through improvement in honesty and communication.

Δ 7-10: You have the basis for a good relationship. Focus on the positive elements and work to improve the destructive ones.

Δ 11-14: You have what it takes to continue a satisfying, successful relationship.

Reactions: Complete the following statements using what you have learned about your relationship in class and from completing this questionnaire.

1. The strengths of my relationship are...

2. The weaknesses of my relationship are...

3. I am most proud of the way my partner (or friend) and I...

4. My partner (or friend) and I can improve our relationship by...

LESSON 7: CHOOSING TO BREAKUP

OVERVIEW

In this lesson students will practice skills used in ending relationships. Students will be able to describe reasons for ending relationships and will list steps for recovery from an ended relationship.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Students will need copies of case study "Jay and Marla". Teachers will need an overhead projector or chalkboard for the "Four Questions".

INTO THE LESSON

1. Divide the students into groups of five.
2. Pass out a copy of the case study "Jay and Marla".
3. Have each group review the case study, then pose the following questions to the students and have them discuss them briefly as a group:
 - A. What signs exist that show the relationship is in trouble?
 - B. What is Marla's reason for ending the relationship?
 - C. How should Marla end the relationship?
 - D. What should Jay do once the relationship is ended?

THROUGH THE LESSON

Activities

1. Regroup the students as a class.
2. Present the information given in background information "Ending Relationships".

3. Information can be presented through lecture, class discussion and/or Handout for students.

Evaluation

Evaluation is based on participation in group activities and attentiveness during presentation of information. All written work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Have students return to their original groups of five.
2. Ask each group to write their own case study for a relationship that is coming to an end. One student should act as recorder while the entire group contributes to the creation of the case study.
3. Have each group answer the same four questions as they did in "Into the Lesson" case study. The four questions should be answered as a group.
4. Have allows read their case study to the class.

UNIT CULMINATION

1. As a culmination activity for the entire unit ask students to complete the following assignment:

Create a collage using drawings, poems, magazine cutouts or any other material that would be appropriate. The collage should represent your "ideal" partner for a relationship. Include representation of the following factors in the collage:

Hobbies	Family
Appearance	Personality
Interests	Goals/ambitions
Favorite school subjects	

notes

LESSON 7: CHOOSING TO BREAK UP

The following background information has been excerpted from Entering Adulthood: Living in Relationships, page 87.

No matter what type of relationship or the circumstances involved, ending a relationship can be painful. The *reasons* for breaking off a relationship vary. Sometimes one person realizes that the other person simply isn't a good choice, or one person wants a different kind of relationship than the other. In some cases, one person in the relationship may change so much that the needs and interests of the two individuals conflict. Unmet expectations regarding the relationship or the personal roles within the relationship may be another cause for termination. Finally, differences in sexual desires or rules may also contribute to the ending of the relationship.

The *signs* of a troubled relationship are fairly easy to recognize. A change in communication is generally the beginning. One partner may stop listening and become emotionally absent. In turn, the other partner feels unappreciated or unwanted. Another warning is an increase in the number of unresolved conflicts. A change in the amount and quality of time spent together is an additional sign of trouble; for example, the couple who previously enjoyed spending time alone now constantly seeks out the company of others. Finally, emotional or physical abuse in a relationship signals problems. In relationships where both partners are highly committed, counseling and reestablishing communication may help to prevent the dissolution of the relationship.

At some point one partner may feel that the relationship is not worth saving. Sociologist David Knox Jr. offers the *following guidelines for ending a relationship*:

- Decide that ending the relationship is what you really want. This requires making a thoughtful decision and implies that the other option to ending the relationship is working to improve it.
- Once you have made the decision to end the relationship, prepare yourself for the feelings of loneliness and unhappiness that may occur. Beware that impulses to reestablish the relationship may temporarily alleviate uncomfortable feelings. The likelihood of reexperiencing the same unhappy relationship is high.
- Tell your partner of your decision at a location where you can leave. (Telling him/her in your home is not a good idea.)
- Explain your reasons for ending the relationship in terms of your own beliefs.
- Make the end final. Don't make any future plans or promises.
- Seek out other relationships by spending time with other friends or family members.

ENDING RELATIONSHIPS

Case Study Jay and Marla

Jay is a serious student who hopes to get an academic scholarship at an out-of-state university. He has been going steady with Marla for almost a year. Marla is most interested in Jay, and in having a good time with her friends. She does study on the night before an exam, but is generally satisfied with a "C+" average. She plans to get a job after high school graduation. Lately, Jay and Marla have had fights over school and grades. Jay cares about Marla and wants her to go to college. Marla wants Jay to "relax" about school. After a long night of talking about future wants and dreams, Marla realizes that she does not want to continue the relationship with Jay.

LESSONS 1-10

OVERVIEW

This unit will focus on practical applications of skills learned in Units 1-5. Expected student outcomes include:

1. Learning that no two marriages are alike, but the factors that make them succeed are very predictable and manageable;
2. Learning how to develop criteria for making a "good" choice in their partner for life;
3. Learning how to avoid "walking away" from a marriage; and
4. Learning practical applications of skills learned in other units, specifically in a marriage situation.

LESSON 1: MY IDEAL WEDDING DAY

Overview: The purpose of this lesson is to enable students to visualize and express their own personal expectations of marriage. It is expected that students will be able to examine their own concepts of marriage through a visualization exercise. Students will list five criteria to look for in a partner, describe their ideal wedding, and enumerate five things they expect from marriage.

LESSON 2: "THE GOOD MARRIAGE" ACCORDING TO HISTORY

Overview: This lesson is based on Part 1 of the video "The Good Marriage", and is intended to provide students with viewpoints about marriage held by earlier generations. Students will be exposed to the concepts of the nuclear and extended families, as well as issues of changing sex roles within the family structure. Discussion questions include reference to changes in the structure of families today.

LESSON 3: WHO SHOULD I MARRY?

Overview: This lesson is based on Part 2 of "The Good Marriage" video. In this lesson students will continue their study of modern marriage. Students will compare the lists they have made for Lesson 1 with "The Five Things People Want in a Marriage", as presented in the video. Concepts include the idea of marriages being "like snowflakes" (i.e. none the same) and that it is possible to recognize traits that are inappropriate for a good marital partner.

LESSON 4: THE FIRST YEAR

Overview: This lesson is based on Part 3 of "The Good Marriage" video, and is designed to explore the facts and myths surrounding the first year of marriage. Major emphasis is placed on recognizing that most marital patterns are set in the first year of marriage. A project is assigned in which participants interview someone about the first year of marriage.

LESSON 5: SHARING FIRST YEAR EXPERIENCES

Overview: Activities in this lesson are designed to expose students to the real life experiences of the first year of marriage. Students will share their interviews as a means of developing a broad perspective.

LESSON 6: PRACTICAL APPLICATION OF SKILLS

Overview: This lesson will allow students an opportunity to utilize skills learned in previous lessons. Students will form pairs and will be given situational marriages to which they must then apply their learned skills.

LESSONS 1-10

LESSONS 7, 8, AND 9: MORE PRACTICAL APPLICATIONS

Overview: Students will continue to apply skills they have learned in previous lessons and units. Each pair of students will be presented with a daily situation for their "couple". Students must react to the situation, work through the problems that will arise out of the situation, and develop solutions. Students will practice three rules for solving marital problems; (1) talking frankly; (2) acting on agreed-upon decisions; and (3) having the determination to resolve the problems.

LESSON 10: CULMINATION : FIRST COMES LIKE, THEN COMES LOVE

Overview: Activities in this final lesson focus on partners' ability to predict the future success of their situational couple based on their knowledge of what it takes to sustain a marriage. Using imagination together with learned concepts, partners will present a projected view of their couple ten years into the marriage.

LESSON 1: MY IDEAL WEDDING DAY

OVERVIEW

The purpose of this lesson is to enable students to visualize and express their own personal expectations of marriage. It is expected that students will be able to examine their own concepts of marriage through a visualization exercise. Students will list five criteria to look for in a partner, describe their ideal wedding, and enumerate five things they expect from marriage.

VOCABULARY

partner
ideal

marriage

MATERIALS AND EQUIPMENT

Music such as "Wouldn't It Be Nice" by the Beach Boys, or "Love and Marriage" by Dean Martin, or any other music that celebrates the idea of marriage. Tape player, chalk, chalkboard. Students will need pens, paper, and journals.

INTO THE LESSON

1. Define "marriage" and "partner." Have class brainstorm definitions for "marriage" and "partner". Students will write the resulting definitions in their journals.

2. Ask students if they have ever imagined themselves being married, or their wedding day. Elicit student responses.

THROUGH THE LESSON

Activities

1. Explain that sometimes our preconceived notions about marriage get mixed up with our fantasies about fabulous and romantic wedding days.

2. Ask students to write a detailed and descriptive journal entry in which they:

- List five qualities they will look for in a partner.
- List five factors they believe are important to the success of a marriage.
- Describe an ideal wedding/wedding day.

Evaluation

Evaluation is based on participation and contribution to the discussion. Written work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

- Volunteers from class will read their lists. Wedding descriptions can be private or shared.
- The class will make a list of all the responses for sections a and b.

notes

LESSON 2: THE "GOOD MARRIAGE" ACCORDING TO HISTORY

OVERVIEW

This lesson is based on Part 1 of the video "The Good Marriage", and is intended to provide students with viewpoints about marriage held by earlier generations. Students will be exposed to the concepts of the nuclear and extended families, as well as issues of changing sex roles within the family structure. Discussion questions include reference to changes in the structure of families today.

VOCABULARY

nuclear family	extended family
economic goals	sex roles

MATERIALS AND EQUIPMENT

Video tape "The Good Marriage: It Doesn't Just Happen," Part 1. VCR, TV., Teacher's guide to the video. Students will need pens, paper, journals and a Handout of the Part I study questions.

INTO THE LESSON

1. Explain that marriage, as the student sees it, is not the same as previous generations have viewed the institution. Reference arranged marriages of the past, and the recent rise in age of partners in first marriages.

2. Ask that students keep the journals open to take notes and write discussion questions.

THROUGH THE LESSON

Activities

1. Show Part 1 of the tape; stop at the 1st "In Your Opinion" Section.

2. Review questions with the class.

3. Show the second half of Part 1. Stop at the 2nd "In Your Opinion" section.

4. Review these questions with the class.

5. It is possible at this time to bring up issues of the "modern" family, particularly the change from nuclear to single parent and step-parent families.

Evaluation

Evaluation is based on participation.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Pass out the study questions. (Reprinted from the video Teacher's Guide as a Worksheet at the end of Lesson 3.)

2. Have students complete questions as a class activity or as homework.

notes

LESSON 3: WHO SHOULD I MARRY?

OVERVIEW

This lesson is based on Part 2 of "The Good Marriage" video. In this lesson students will continue their study of modern marriage. Students will compare the lists they have made for Lesson 1 with "The Five Things People Want in a Marriage", as presented in the video. Concepts include the idea of marriages being "like snowflakes" (i.e. none the same) and that it is possible to recognize traits that are inappropriate for a good marital partner.

VOCABULARY

love at first sight recognition
security

MATERIALS AND EQUIPMENT

Video tape "The Good Marriage: It Doesn't Just Happen," Part 2. VCR, TV., Teacher's Guide to the video. Students will need pens, paper, journals and a Handout of the Part 2 study questions.

INTO THE LESSON

1. Ask the students to look back at their journal entry of the lists for:
 - a. Five traits they will look for in a partner.
 - b. Five factors that are important in a marriage.

2. As they view the tape, they should keep in mind what their own (as listed) expectations are.

THROUGH THE LESSON

Activities

1. Show Part 2 of the tape. Stop at "In Your Opinion" section right after the discussion about choosing a mate from a different

background. Discuss questions with the class.

2. Show the second half of Part 2. Stop at "In Your Opinion" section. Discuss questions with the class.

Note: It is possible that the second half of Part 2 may bring up issues of spousal abuse. It is recommended that the instructor have on hand referrals for persons trained to handle abuse situations.

Evaluation

Evaluation is based on participation and contribution to the discussion. Written work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. From video Teacher's Guide, page 7, reprinted at the end of this lesson, have students complete questions as a class activity or as homework.

2. Interviewing.

- a. Students will conduct interviews for a report related to the first year of marriage. They should plan to interview a parent, grandparent, or other older person. Interviews are planned as a two-day homework activity.

Interviews should elicit the following information:

1. How the couple met, courted?
2. What was their life-style in their first year of marriage?
3. How did they divide responsibilities?
4. What were their shared activities and interests?
5. What problems did they face?
6. How did they solve their problems?
 - b. The results of this extended activity are to be used with Lesson 5.

notes

QUESTIONS FOR DISCUSSION*

1. The title of Part I implies that at one time, people found marriage easier than today. In what ways might this have been so?
2. Explain the term *nuclear family* and *extended family*? How has this decline affected married life?
3. Despite the difficulties, people continue to marry, and those who divorce are likely to want to remarry. Why does marriage persist as a human living arrangement? What advantage does it offer? What features of marriage do you consider negative?
4. Discuss the impact each of the following has had on marriage: availability of birth control, women's lib, increased longevity, relaxation of divorce laws.
5. From your own observations, what are the pros and cons of a marriage in which the couple lives near parents and other relatives.
6. According to the video, "privacy, independence, and mobility" are the most highly cherished values of today's couple. What does each of these terms mean? In what way do you see them as positive? In what way negative?
7. Joanie mentions the possibility of getting a divorce from Tim. If divorce were not available as an option, how might the future turn out for this couple?
8. What do people mean by "happiness" in marriage? (Think about couples you know.) Is it achievable?

*From: Teacher's Guide - Page 7, *The Good Marriage: It Doesn't Just Happen*.

LESSON 4: THE FIRST YEAR

OVERVIEW

This lesson is based on Part 3 of "The Good Marriage" video, and is designed to explore the facts and myths surrounding the first year of marriage. Major emphasis is placed on recognizing that most marital patterns are set in the first year of marriage. A project is assigned in which participants interview someone about the first year of marriage.

VOCABULARY

differences
adjustment

happily ever after

MATERIALS AND EQUIPMENT

Video tape "The Good Marriage: It Doesn't Just Happen," Part 3. VCR, TV., Teacher's Guide to the video. Students will need pens, paper, journals and a Handout of the Part 3 study questions from the Teacher's Video Guide, page 8 reprinted at the end of the lesson.

INTO THE LESSON

1. Students will do a journal entry on the following question:

According to Hollywood, "they lived happily ever after" is the way things go when boy and girl become husband and wife. List reasons why this scenario is not likely to happen in real life. List issues that may cause disagreements right from the start.

2. Ask that students keep their lists in front of them as they watch Part 2 of "The Good Marriage."

THROUGH THE LESSON

Activities

1. Show the first half of Part 3, stopping the tape at the "In Your Opinion" section. Discuss this section with the students.
2. Show the second half of Part 3, stopping the tape at the "In Your Opinion" section. Discuss this section with the students.

Evaluation

Evaluation is based on participation and contributions to the discussion. Written work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

1. Ask volunteers to share their lists.
2. Compare these to the scenes shown in the tape.
3. Remind students of their presentations for Lesson 5 (see Lesson 3, Extension Ideas). If possible, determine presenters in advance.

notes

QUESTIONS FOR DISCUSSION*

1. How would you define "love at first sight?" Can it be the basis for a stable marriage?
2. What is meant by "security" in marriage? By "recognition?" Are men and women likely to interpret these in the same ways?
3. Some experts on marriage believe that a person should take into account the opinions of parents and close friends when considering a marriage partner. Why might this be desirable? If you felt strongly that a friend was making a poor marital choice, would you keep quiet or express your feelings?
4. Statistics indicate that the child of happily married parents is more likely to have a good marriage than the child of divorced parents. Why do you think this is so? What can the child of unhappily married parents do to increase his or her chances of a good marriage?
5. Are interfaith or mixed marriages of any kind (race, religion, age) necessarily doomed? Under what conditions is a marriage in which the partners are very different in background likely to succeed?
6. Why are flirts (male or female) who might seem terribly attractive and appealing, actually poor marriage risks?
7. Young people are advised to get to know someone they are in love with very well before making a decision to marry. Draw up a list of things that you consider important to know about a potential marriage partner. Compare your list with those of classmates.
8. The choice of a mate should probably be made by using both heart and head, and not either one alone. Do you agree with this statement? Explain.

*From: Teacher's Guide - Page 8, *The Good Marriage: It Doesn't Just Happen.*

LESSON 5: SHARING FIRST YEAR EXPERIENCE

OVERVIEW

Activities in this lesson are designed to expose students to the real life experiences of the first year of marriage. Students will share interviews as a means of developing a broad perspective.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Speaker's lectern for use in students' presentations; journals.

INTO THE LESSON

1. Open by alluding to Part 3 of the video "The First Year" in order to stimulate student questions and discussion.
2. Ask students to open their journals to a blank page so that they are ready to make a journal entry at the close of the presentations. Students may have the option of taking notes during the presentations.

THROUGH THE LESSON

Activities

1. Ask for volunteers to share their interviews with the class. In a large class there may not be time for each individual to share. The teacher will determine who will present, in that case.
2. As students tell their stories about First Year Experiences, lead the class in determining some common factors/experiences.

Evaluation

Evaluation is based on participation and contribution to the discussion. Written

work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

In the last five minutes of the class ask students to write a journal entry discussing:

1. What they learned from their interview.
2. Their favorite first year experience from the presentations.

notes

LESSON 6: PRACTICAL APPLICATION OF SKILLS

OVERVIEW

This lesson will allow students an opportunity to utilize skills learned in previous lessons. Students will form pairs and will be given situational marriages to which they must then apply their learned skills.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Handout of Couples Situations*, and preceding descriptions, cut apart; hat, bag, etc. from which to draw situations or descriptions.

INTO THE LESSON

1. Form students into pairs (they do not necessarily need to be in male/female pairs).
2. Explain to students that they will now have an opportunity to apply the skills learned in earlier lessons including communication, growth, change, differences, relationships, etc.
3. Use the hat, bag, or etc. as a grab bag to hold the "couples descriptions" papers (folded). Ask each pair of students to draw one paper.

** Note to the Teacher:*

These descriptions and situations may be used as presented or modified to suit the needs of your group. Others which may be appropriate can be constructed for your students, if desired, to replace or add to those presented. These situations are based upon real events. The goal is to stimulate critical thinking for decision-

making among students so that they may apply the skills gained in practice to real life situations.

THROUGH THE LESSON

Activities

1. Instruct the students to do the following:
 - a. Read the description carefully.
 - b. Make the couple "real" by creating for them:
 1. Names
 2. Place where they live
 3. Exact job descriptions
 4. Wage/salary appropriate for the job
 5. Additional background information
2. Students should be encouraged to be creative in "fleshing out" their characters but they should not go outside the boundaries of the situational description.

Evaluation

Evaluation is based on participation and contribution to the discussion. Written work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

Students will assume the character of one of the people in their couple and write a journal entry. The topic can vary, for example, "How I Feel on My Wedding Day."

Note: Some students may feel uncomfortable taking on the role of a character of the opposite sex. They should be encouraged to view this as a creative exercise. (A TV series that used this format was "Quantum Leap" with Scott Bakula.)

notes

COUPLES' SITUATIONS

DESCRIPTION A. A divorced woman marries a younger man. She has two children from a previous marriage. He has no children. They come from similar economic and educational backgrounds.

Situation 1-A. Originally the husband said he wanted no children of his own and was content to help his new wife raise her children. The husband, after spending a weekend with friends who have a new baby, has decided that he would like to have a baby after all. The wife has no interest in raising other children since hers are nearly grown up.

Situation 2-A. The wife and her new husband are planning a romantic weekend away when an emergency comes up. It seems her thirteen year old son has been caught setting fire to a trash can at school. The couple has to cancel their plans to take care of the rebellious son. The son has an adversarial relationship with his new stepfather. The ex-husband shows up to help handle the situation. It is his first meeting with the new husband. The three adults must decide how to handle the son. The new husband is insecure and the wife is feeling caught in the middle.

Situation 3-A. The husband and wife come from similar backgrounds, but they disagree about several important issues. The husband has always eaten dinner with his mother and father every Sunday night. The wife uses Sunday evening to relax and unwind after a busy weekend. The wife doesn't get along especially well with her mother-in-law and has no wish to visit every week. The husband insists that he will go to his mother with or without her.

Situation 4-A. The wife is having trouble accepting the fact that her younger husband is very attractive and receives constant female attention. The husband insists that he barely notices and only has eyes for her. She is relentlessly jealous.

Situation 5-A. The wife and husband argue over the decoration of their house. The wife has kept the same house she lived in with her previous husband, and the furniture is still the same, even in their bedroom. The husband wants to either move or change things around. The wife is comfortable with her old things and sees no reason to change, and it would be difficult financially anyway.

COUPLES' SITUATIONS

DESCRIPTION B. This young couple, he is 17 and she is 16, have been dating for about four months. They are deeply in love and spend every waking moment together. They are thinking about marriage sometime in the future when the decision is suddenly made for them. They marry when she is nearly four months pregnant.

Situation 1-B. The husband goes ahead and joins the military the week after he turns 18. He is hoping to finish basic training and be stationed somewhere by the time the baby is born. He is sent away to a warm, humid climate in the summertime, is unable to complete training, and is discharged. He returns home with no job prospects and no future. His wife tries to be supportive, but really doesn't know what to do. She is scared and shows it by continuing to hang around with her former friends.

Situation 2-B. The wife's mother never approved of the marriage in the first place and does everything in her power to break up the relationship. The husband refuses to allow his mother-in-law in the house. The wife really does agree with her husband, and wishes her mother would leave them alone, but she loves her mother and feels disloyal by siding with her husband. She tells her mother everything about their problems and their relationship, which her mother uses to harass her son-in-law. The situation becomes intolerable.

Situation 3-B. The baby is born one month early and barely survives. The couple is trying to enjoy their baby, but the stress of new parenthood has them at each other's throats most of the time. They argue about money, the baby, their friends, and their parents. It seems like everyone and everything is controlling their lives except them.

COUPLES' SITUATIONS

DESCRIPTION C. The woman is 62 and the man is 68. He is a widower and she has never married before. They have known each other for 23 years through their various jobs. His wife died during the past year and she has recently lost her 92-year-old mother. They were never more than casual friends until about four months ago. Their wedding is on the spur of the moment and surprises everyone.

Situation 1-C. The husband's 38 year old daughter is not pleased with her father's marriage. She demands that he give up this nonsense and be faithful to her mother's memory. The daughter refuses to allow her two children to see their grandfather until he leaves his new wife and resumes his widowhood. The wife is afraid her husband will listen to his daughter and she is distraught over losing this newfound love. The husband knows that he has never been happier, but he can't seem to reassure his wife that he will not leave her.

Situation 2-C. The wife is diagnosed with diabetes one year after their marriage. Their lives must drastically change if she is to regain her health. Their lives have suffered lately because of her continual fatigue. Their once active sex life has diminished to nothing and they are both unsure of how to handle this illness. Both must take a class at the hospital to learn about diet and exercise. This readjustment at their age and the stage of their relationship really has them questioning what the future holds.

Situation 3-C. The husband's son comes for a two week visit. He is divorced, but has brought his two children with him for the visit. The son is soon spending his time visiting with former friends and going out at night. The wife is suddenly stuck with the care of two school age children. She never had children of her own and doesn't know the first thing about how to handle children. The two children are rather spoiled and they spend the first week walking all over their new grandma. The wife feels that her husband should say something to his son about his irresponsible behavior, but the husband doesn't see anything wrong with the situation.

COUPLES' SITUATIONS

DESCRIPTION D. This couple knew each other only six weeks when they decided to marry. Their families tried to talk them into waiting, but they were determined that they would be together. They were married in a simple ceremony put together quickly by the bride's sister. They continue to maintain separate apartments. They come from somewhat different backgrounds and each is from a different part of the country. Their jobs are not similar in nature.

Situation 1-D. The wife likes her apartment because of the wonderful view of the city at night, while the husband maintains that his apartment is best because of its proximity to his work. They can't really decide where to live, so they keep both apartments for the first few months they are married. The financial strain of having two residences is soon proving to be a divisive factor in their relationship. They must make a quick decision about which apartment to keep, but each one holds firm to the belief that his/her apartment would be best.

Situation 2-D. While they were dating, the husband and wife went to all the best restaurants in town. They went to lunch together whenever their schedules permitted and they spent time wandering in parks and museums. The wife always saw her husband in a suit and tie or in nicely tailored casual clothes. Two months into the marriage she wonders where all of the expensive suits have gone. All she sees him is a worn out old pair of jeans and a flannel shirt left over from a summer he spent as a camp counselor. He doesn't shave from Friday to Monday and barely bothers to touch his cologne anymore. He even suggested that they go camping next weekend. She constantly wonders what happened to the debonair and sophisticated man she married.

Situation 3-D. The husband grew up in a household with four brothers. His mother and father valued an education, although they themselves weren't very well educated. His mother was an avid tennis player and outdoorswoman. Their family vacations consisted of hiking, backpacking and rugged outdoor sports. His mother was just "another one of the boys" most of the time. She never complained and went along with whatever they did. He had no idea other women weren't like his mother. All his wife does is complain about how she can't bear the thought of camping outside. He swears that she has PMS five or six times a month. His mother never complained once about any type of "woman problems." His youngest brother went on his first camping trip when he was barely six weeks old. He doubts his wife would be able to lift her little manicured nail to get a glass of water if she was ill. And the way she yells one minute and cries the next! He will never understand his wife!

COUPLES' SITUATIONS

DESCRIPTION E. High School sweethearts married at age 18.

Situation 1-E. The young husband was raised in a home where his mother did everything for him. He now expects his wife to fix all the meals, take care of his laundry and keep the house clean. The wife came from a family where her father had an equitable stake in the family household responsibilities. She expects her husband to fulfill the same role. Their expectations are colliding drastically with each other and the fights are occurring on a daily basis.

Situation 2-E. The wife is attending the local state university. She was accepted before the couple decided to marry. The husband did not apply to a four year college, deciding instead to attend a good two year community college. The university the wife attends announces a major increase in student tuition. The couple have a very strict budget and for the wife to continue going to school, the husband will have to drop out of community college. The husband doesn't see this as a fair situation. He feels the wife should drop out and ease their budget problems.

Situation 3-E. The mother of the wife felt that her daughter was too young to be tied down in a marriage. She talks with her daughter daily, pleading for her to end the marriage and come home. The daughter loves her mother and usually listens to her advice. The young husband feels shut out because his wife is still too connected to her parents. How will he convince her that they belong together and she needs to start thinking on her own?

Situation 4-E. Disaster has struck the young couple. The husband has lost his job and there isn't another job in sight. They can no longer afford to live on their own and debate over whose family they might live with until their situation improves. The young man wants to live with his family, but he is the oldest child in a family of four children. There is no room for the couple to live in his parents' home. The wife's parents have two extra bedrooms and plenty of space, but they are not always friendly to the young husband.

Situation 5-E. Five months into the marriage the wife becomes pregnant. She has some negative feelings and some positive feelings about the coming baby. She will have to quit school and she may never be able to go back unless she and her husband can achieve some financial stability. She knows that her husband will be upset and angry about the baby so she doesn't tell him until she is three months pregnant. He guesses about the baby on his own and he feels betrayed.

COUPLES' SITUATIONS

DESCRIPTION F. Two people marry who were previously divorced; he twice and she once.

Situation 1-F The husband constantly compares his new wife to his two previous wives. He compares her cooking, the way she looks, the kind of job she has, and the way she treats him. The new wife is incredibly hurt by his negative comparisons.

Situation 2-F The couple are having a hard time financially trying to combine the two households. One-third of the husband's income goes to pay alimony for his previous wives. The new wife doesn't pay, nor does she receive, alimony. She feels that her lifestyle has been compromised because of the financial burden they must carry.

Situation 3-F The wife's 20-year-old son suddenly drops out of college and comes home to live with the couple to straighten out his life. He and the husband do not see eye to eye on many issues and they fight constantly. The wife feels caught in the middle of the two men.

Situation 4-F The wife was used to a carefree lifestyle of dinners out, travel and cultural excursions. The husband's favorite activity is to watch sports on TV. He doesn't understand why his wife isn't happy at home and she can't believe he won't move out of his chair or out of the house.

Situation 5-F The husband's mother dies suddenly and leaves her son a large inheritance. The husband and wife can't decide what to do with the money. The wife feels that she is entitled to spend a little of it on herself since she has had to do without because of his alimony payments. The husband wants to open his own account and have the money invested in his name alone since it came from his mother.

COUPLES' SITUATIONS

DESCRIPTION G. A couple marry after dating for ten years. (She has finally talked him into it.)

Situation 1-G. The husband and wife buy a house shortly after they are married. The house is run-down and in need of work. They have each lived in separate apartments during the time they dated so living in a house is new to them. Both spend all of their time at home working on the house. They no longer have an active social life and spend all their money trying to buy things to improve the house. They each begin to resent the house and blame each other for buying it.

Situation 2-G. The husband has a group of friends he has known since college. He spends one night a week playing poker or going out with the guys. Until they were married the wife didn't have any problem with his time out, but she now resents his friends and feels that he puts them ahead of her.

Situation 3-G. The husband and wife decide they should start a family within two years, but they have a conflict about how they should raise any future children. The husband is from a family where going to church on Sunday was never an activity. The wife was raised in a devout family and she thinks a church upbringing has an important and positive effect on children. They can't agree on whether or not they should make worship a part of their lives.

Situation 4-G. The husband comes home from work one day with the news that he has been offered a promotion to a management position. The wife is thrilled until he tells her that the promotion would involve a move to another state. The wife has a successful career of her own and she doesn't want to move somewhere else and have to start all over.

Situation 5-G. The wife is not satisfied with their relationship. She feels they are not as close as they once were. She thinks they should go for marriage counseling to get help in regaining their closeness. The husband thinks counseling is for messed up people. He thinks they can work their problems out on their own. The wife insists that counseling is the answer, so the husband tells her to go by herself.

COUPLES' SITUATIONS

DESCRIPTION H. A divorced couple remarry after being apart for two years.

Situation 1-H. The couple began dating again about a year and a half after their divorce. While they were dating they recaptured some of the magic of their early years together. The couple had three children early in their marriage so this time together felt like a new experience since they had to please only each other. Once they remarried they vowed that they would take time to be by themselves, without their children. Three months into their remarriage they were canceling their "dates" and spending less time alone. They each felt that they were once again losing some of the special feelings they worked so hard to rediscover, but the pressures of family life were beginning to eliminate their time for each other.

Situation 2-H. The couple's oldest child is having trouble accepting their marriage. The child lived with the mother during the time the couple was divorced and the child grew accustomed to having the mother's undivided attention. The child is causing problems in school and is surly and moody at home. The child tries to come between the husband and wife.

Situation 3-H. The wife loses her job several months after they remarry. She started her career after the divorce and enjoyed working. With a single household to support, the husband feels that his wife should go back to being a full-time wife and mother. He seems to have no understanding of how much his wife's career means to her. They can't agree on this issue.

Situation 4-H. The couple's youngest child is diagnosed with a severe learning disability. The husband reads everything he can on the subject and is prepared to help the child in any way possible. The wife denies that there is a problem and refuses to acknowledge that the child needs special help. Neither the husband nor the wife can talk about this problem without arguing.

Situation 5-H. The husband's parents are coming for a two week visit. The husband wants them to stay at a hotel so they can have a relaxed visit. The wife wants to prove to her in-laws that they are once again a happy family. The in-laws will agree to either decision.

COUPLES' SITUATIONS

DESCRIPTION I. An Hispanic man who marries a white woman.

Situation 1-I. As the couple plan their first Christmas together the wife wants to have Christmas day with her family. The husband tries to explain that his mother expects them all to come to her house for a day filled with family traditions. He knows that as the oldest child in the family he will be expected to take a large part in the celebration. The wife doesn't understand why they can't have Thanksgiving with his family and Christmas with hers.

Situation 2-I. The husband grew up with a mother who cooked huge meals filled with spices and meats. The wife is concerned about her figure and would rather eat salads and steamed vegetables. The husband has gotten in the habit of stopping by his mother's house several times a week to share dinner with the family. When he gets home he feels guilty for his disloyalty to his wife and angry that she says his favorite dishes are "too fatty".

Situation 3-I. The wife's family likes their new son-in-law. They think he is good to their daughter and he is a hard worker. The wife's father would like to invite the husband to work at his company. The couple can't agree on whether he should take the job since it would mean the husband would work in a company where he would be the only Hispanic.

Situation 4-I. At a gathering of the husband's family the wife sits in the living room with the men while the women are in the kitchen cooking the meal. One of the husband's uncles takes him aside and suggests that he learn to act like a man and control his wife better. The men resent her presence in the living room and they feel uncomfortable. The wife can feel the tension, but she doesn't know what's wrong. The husband doesn't know how to approach the subject without making his wife angry or hurting her feelings.

Situation 5-I. Several weeks before their first wedding anniversary, the couple's first child is born. The husband's family continually asks when the baptismal celebration will be held, but the wife has decided that the child will be raised in her family religion. The wife dislikes the huge celebrations of the husband's family, mainly because she feels so uncomfortable and out of place around the large family. The husband tries to convince her that they must go through with the baptism and the party. Both families put pressure on the couple to decide in which religion the child will be raised.

COUPLES' SITUATIONS

DESCRIPTION J. A soldier involved in a military conflict on foreign soil meets and marries a woman from the country for which he is fighting. He brings her back to his home in Minnesota.

Situation 1-J. The climate in Minnesota is much colder than the wife's homeland. In the terrible winter months she becomes depressed and yearns for home. Her sinking spirits make her short-tempered and she secretly blames her husband for not telling her how awful the winters would be. The husband has grown up in the snow and cold and he doesn't understand her constant depression.

Situation 2-J. The young man's parents don't like the wife. They haven't gotten over the fact that their son did not consult them when he married his wife. They aren't openly hostile to the wife, but they treat her with a degree of coolness. The husband has two other brothers and his wife can't help but notice that their wives are treated warmly. The husband can't understand why his wife doesn't get along with his parents. She doesn't want to openly tell him that his parents treat her badly.

Situation 3-J. The wife calls her mother and sisters back home on a weekly basis. She spends long hours on the phone speaking in her native language. The husband knows she is talking about their marriage and his country and it bothers him that he can't understand what she is saying. The phone bill is also taking a big bite out of their budget.

Situation 4-J. The wife finds another woman from her homeland living in their community. She is so excited that she invites the woman and her husband to come to dinner. Her husband is excited for her until he meets the couple. He thinks the woman is strange and too wild for his wife. He worries that she will base her friendship only on the common nationality and that she will be negatively influenced by the other woman who is a trouble maker.

Situation 5-J. Christmas time rolls around and the wife wants to build their celebration around her cultural traditions. The husband likes the way his family celebrates Christmas. He thinks she should adapt to the American way of doing things. She is hurt by his failure to recognize her culture as important to her. They disagree about how to celebrate the holidays.

COUPLES' SITUATIONS

DESCRIPTION K. A young woman marries an older man for money. His first wife has died.

Situation 1-K. The man's adult children, a son age 34 and a daughter age 30, are bitter about their father's remarriage. The two children do everything they can to make life unbearable for the new wife. The newlyweds are often in the same social circle as the two children who have many opportunities to snub them. The husband talks to his children, trying to get them to see that he loves his new wife and nothing they say can change that. However, the children continue their unpleasant attitudes.

Situation 2-K. The new wife was used to a life of relative obscurity, and now she is on the cover of every society section. Every time she steps out of the house she has to worry about her wardrobe and her makeup. She is not accustomed to all the attention, and she misses the ease of stopping by McDonalds or going grocery shopping in her sweats. Even though she is happy with her husband, the new lifestyle is causing her to become depressed.

Situation 3-K. The couple plans a dinner party for all of her husband's clients. The wife is worried about handling such a formal affair, but her husband assures her that she can rely on the household help to plan and execute the party. He doesn't realize that the help needs directions and his wife doesn't know how to direct them. He can't understand why she is finding the simple task of a dinner party so overwhelming. One night he comments to her "Margaret (1st wife) could always throw one of these little things together in no time. I don't understand why you are making such a fuss." Naturally his wife is crushed.

Situation 4-K. The couple would like to have children. They both agree that a child would enhance their lives. They worry about what their friends will say and how his children will react. The husband feels that it isn't anyone's business what they do, but the wife feels her pregnancy will drive an even greater wedge between her and her step-children. They argue over how to handle the situation.

Situation 5-K. The wife would like to continue working in the art gallery she helps to manage. The husband sees no need for her to work. Sometimes she is gone on long buying trips and he wants her to stay home and rest and relax. He thinks that she should enjoy her newfound privileges, while she wants her independence and the company of her former friends at work.

COUPLES' SITUATIONS

DESCRIPTION L. Two best friends who discover they really care for each other decide to marry.

Situation 1-L. The couple married very quickly after starting their relationship, although they had been friends for several years. The wife dated frequently during the period when she was just a friend of her new husband. The husband knew about the dates, in detail, due to their closeness as friends. The problem is that now they are married and the husband is having problems dealing with his wife's previous dating history. The wife sees her past as no big deal because it is over and she loves only her husband.

Situation 2-L. The relationship of the couple has changed now that they are "more than friends." In the past, they frequently turned to each other with problems in their interpersonal relationships, but it is hard to turn to the person with whom you are having the problem. The wife can't tell her husband about her relationship problems because he is the problem, and vice versa. They need new ways to communicate about these problems.

Situation 3-L. All the little traits the wife found endearing in a male friend, she is finding irritating in a husband. Her husband was a bachelor long enough to have developed rather bad habits. He leaves his clothes strewn all around the house, stuffs pizza boxes under the couch, and does his laundry on a monthly basis. She would like him to pick up after himself and keep his things together. He feels that since she knew him so well when they got married, she should just accept him the way he is.

Situation 4-L. The couple has become increasingly isolated from the group of single friends with whom they used to associate. On the rare occasions when the old gang is all together their friends treat them differently. One of the husband's male friends confides that seeing them together is "like you married your sister or something!" The couple would like to have a circle of friends to associate with, but they aren't sure if they should keep trying to spend time with their former friends, or try to make new friends.

Situation 5-L. The couple have become so close that sometimes the husband feels as if they are merging into one person instead of two separate people. They do everything together and share almost all the same hobbies. The wife likes their closeness, but the husband is starting to feel smothered.

COUPLES' SITUATIONS

DESCRIPTION M. A widower who marries a widow.

Situation 1-M. The couple elope to Las Vegas five weeks after meeting at a dinner dance. They are from different socio-economic backgrounds and don't even live in the same town. The husband and wife are both in their sixties. The husband's first wife died ten years previously from inoperable cancer. The wife's first husband died just seven months earlier from a heart attack. The husband and wife both chose each other based on the fact that the new partner was nothing like the previous spouse. They sing in the car all the way home from Las Vegas, both excited about having someone to love once again. The singing stops when they arrive at their first destination. The wife introduces her new husband to her shocked daughter. The first thing the new husband does is to declare "I am your father now and I will take care of everything in this family." The daughter is in her thirties and has children of her own. The wife's family is outraged and angry. How should the wife handle her new husband and her family?

Situation 2-M. The husband's family takes the news of his marriage with a mixture of joy and trepidation. They want their father to be happy, but they don't understand why he chose a wife who is not of their culture. The two families have their first get-together at Thanksgiving. The husband's family sits on one side of the room speaking in their native language while the wife's family sits on the other side of the room glowering and complaining. The couple are in the middle, bewildered by the animosity between their children and grandchildren.

Situation 3-M. The wife has collected antiques all the years of her adult life. She has exquisite taste and has built up a nice collection of beautiful pieces. The husband has a house full of gaudy furniture that the wife considers hideous beyond belief. The husband refuses to part with even one piece of gilded red velvet. The wife can't even imagine bringing any of that trash in to mix with her antiques. This issue is becoming a major argument.

Situation 4-M. The wife still has not cleaned out the belongings of her previous husband. Some days she still misses him tremendously. She feels like a traitor to be moving another man into his home. She wonders if she made too hasty a decision in marrying her new husband. She tries to remember that her dead husband was a man who never wanted to go anywhere or do anything and that she had wanted a different life for the past 30 years of their marriage, but she still feels some guilt. Her new husband is always the life of the party and the two of them are out on the town practically every night. Her guilt and doubt are causing her to treat her new husband less kindly at times.

Situation 5-M. The couple married in such haste that they failed to consult an attorney about steps each should take to protect his/her own assets. Both worked their whole lives to building up businesses that are now run by their respective children, and neither wants to give up control of his/her money to the other spouse. They need to come to an agreement about dividing the household expenses and whether or not they will each keep their own estates separate. The husband believes that everything should just be thrown into one pot; the wife wants to protect her assets for her children. How should they decide what to do?

COUPLES' SITUATIONS

DESCRIPTION N. Two co-workers marry.

Situation 1-N. The couple have the first fight of their married life. They don't speak to each other for a whole day. The wife is distraught by the situation, and in desperation she seeks advice from one of the secretaries who has been married for years. What she doesn't know is that the secretary is a terrible gossip. Several hours later the company is buzzing with all the details of their argument. The husband is quite angry that his married life has become a topic for discussion at the office.

Situation 2-N. The wife is offered a chance at a promotion, something she has been working toward for the last few years. The only problem is that the promotion would involve moving to a different city and the company cannot guarantee work for the husband. The husband is in line for a promotion at the location where they both currently work. For both the husband and the wife the promotions would involve greater prestige and more money.

Situation 3-N. The wife has only seen her mother-in-law a few times, including their wedding day. Several months into their marriage, the husband's mother comes to visit the couple. The visit turns into a complete disaster. The mother-in-law can't understand why the wife would want to work outside the home and makes her feelings on the subject very well known. In addition, the mother-in-law wants to be shown the sights of the city and expects both the husband and wife to take time off from work to escort her around. The husband thinks his mother is being bossy and inconsiderate, but he won't say that to his wife because he feels disloyal to his mother. The wife wants her husband to tell his mother firmly that she is out of line. The couple does not talk to each other for a week after the mother-in-law leaves to go back home.

Situation 4-N. The husband has always been rather free with his finances. He never balances his checkbook and usually has no idea how much money he has in the bank. His system for keeping track of records consists of several shoe boxes he stashes under the bed. The wife minored in accounting in college and her finances are well-managed. The husband wants to control the spending and the wife knows he will make a mess of their joint account. The wife suggests they open a large checking account that she would control, and a smaller checking account that he could use for his own expenses. The husband is insulted that his wife thinks so little of his ability to handle their money.

Situation 5-N. The husband feels that his wife should quit work or switch to part-time work when they start their family. The wife has worked hard to achieve her position in the company, so she wants to take a six-week maternity leave and then return to work full-time and leave their child with a nanny. The husband was raised by a stay-at-home mother and he wants the same thing for his own children. The wife refuses to even consider trying to have a baby until her husband promises that he won't pressure her into giving up her dreams of a career.

COUPLES' SITUATIONS

DESCRIPTION O. A black woman marries a white man.

Situation 1-O. Soon after the couple are married the wife's mother calls her to discuss the couple's plans for their family. The wife tells her mother that they want to be married for several years before they have a family. The wife is shocked when she finds out that the real reason her mother is calling is to convince her never to have children. The mother doesn't want her grandchildren to be teased or harassed because they aren't black or white. The wife tearfully tells her husband what her mother has said. The husband reacts angrily, and wants to confront his mother-in-law. The wife doesn't want her mother and husband to argue. They need to resolve the situation.

Situation 2-O. The couple have found their dream home, a nice two-story house in a beautiful neighborhood. Suddenly, after the real estate agent meets the wife, the house is pulled off the market and is no longer for sale. The wife thinks it is because the people in the neighborhood didn't want a black family living among them. The husband thinks the people just decided not to sell. The wife is heartbroken because she really wanted the house and she doesn't think her husband took the seller's action seriously enough.

Situation 3-O. The husband has a habit of leaving the lid off the toothpaste and the tube develops a hard crust. This irritates the wife, who sees it as a bigger issue — his not caring about her feelings. She has asked him several times to please put the lid on the toothpaste, but he never remembers. The wife takes this as a sign that her husband doesn't care about her.

Situation 4-O. Before they married, the couple knew that each believed in a different political philosophy, but at the time politics seemed far removed from their lives. Now it is several months before the election for President of the United States. The wife is a staunch supporter of the Republican Party and the husband has been a Democrat since he was in college. The two argue constantly over whose candidate is best and whose issues are more important. The situation has gone so far that they avoid speaking to each other so they won't get into another argument. The election is still several months away and they both know that they can't go on like this.

Situation 5-O. Before they were married the wife dated a man who worked with her. The man was also black and a supporter of strong cultural identity for African-Americans. The man took her choice of a husband as an assault on his maleness and an affront to his race. The man has been subtly attempting to win her back, even though she has clearly told him that she loves her husband. One day the man sent her an expensive gift, delivered to her house, with the sender's name clearly marked. The wife has not told her husband about the attentions of this other man, and he immediately suspects that she is having an affair. The wife regrets not being honest with her husband and tries to explain that she was just trying to ignore the man, who is annoying in his pursuit of her. Her husband only half believes her.

COUPLES' SITUATIONS

DESCRIPTION P: A man leaves his first wife to marry a former high school sweetheart whom he met again at a reunion.

Situation 1-P: The couple decides to live together until they can be legally married following his divorce. The husband leaves his home and moves into her house in a nearby city. He continues to commute to his job in the city where his wife and children reside. The couple experienced such a whirlwind courtship that they have barely had time to get to know each other as adults. Several weeks after the man moves in with his sweetheart he begins to notice that they seem not to be the same people they were in high school. He questions whether or not he has been falling in love with the girl he knew when he was 17, or the 33 year old woman he now lives with. The woman can feel him backing away a little and begins to panic. She has waited 15 years for him to come back to her and she doesn't think she could bear to lose him again.

Situation 2-P: The woman's seven-year-old son is in need of some help and guidance. The boy lost his father when he was only four years old and he and his mother have been alone for three years. The woman is thrilled to see her love becoming such a big part of her son's life. The husband enjoys spending time with the boy, since he has always wanted a son, and he and his soon to be ex-wife only had two daughters. Several months into the relationship he begins to feel guilty because he is spending so much time with the boy and very little time with his own children. He doesn't feel that he can bring his children to his new home until he and his sweetheart are officially married. He pulls away from the boy due to his guilt.

Situation 3-P: The woman feels insecure in her relationship because her sweetheart works in the same city as his ex-wife, and she worries constantly that he will be lured back to his marriage. He reassures her that his marriage was on very shaky ground before they met at the reunion. Her insecure feelings continue and he is tired of having to constantly reassure her that he does indeed love only her.

Situation 4-P: Even though the couple dated for two years in high school and knew each other as well as two people could, their relationship is different because now they share a household. Little things they never noticed about each other begin to show up, for example her messiness, his need to have a spotless house, the fact that she loves to cook big meals and he watches his diet. They both worry that their newly rediscovered love will wither under the pressure of having to live together.

Situation 5-P: The two are finally able to marry. They are both excited about the upcoming nuptials, but each wants to treat the wedding day in a different manner. Since she feels that they should have married each other years ago, instead of the initial unsatisfying marriages, she wants to have a big wedding with a white dress and all the trimmings. The man wants a nice quite affair with only a few friends and family as witnesses. They are arguing so much about the topic that both are wondering if they made a hasty decision when they began their relationship.

LESSONS 7, 8, 9: MORE PRACTICAL APPLICATIONS

OVERVIEW

Students will continue to apply skills they have learned in previous lessons and units. Each pair of students will be presented with a daily situation for their "couple". Students must react to the situation, work through the problems that will arise out of the situation, and develop solutions. Students will practice three rules for solving marital problems; (1) talking frankly; (2) acting on agreed-upon decisions; and (3) having the determination to resolve the problems.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Students will need pens, paper, and journals. Instructor will need "situation" papers (folded).

Note: This is the standard format for each of these three lessons.

INTO THE LESSON

1. Have students sit in the pairs they formed in lesson 6.
2. Walk around to each pair and have them pick one of the situations designed for their couple. The papers should be folded to insure random selection.

THROUGH THE LESSON

Activities

1. Pairs should read the situation they have selected carefully.
2. Instruct students to react to the situation using skills they learned in previous units.
3. Students should write a detailed description of how the situation affected their couple, what they will do about it, and the ultimate outcome of the situation (will it be resolved or left to become an area of contention with the couple).

Evaluation

Evaluation is based on participation and contribution to the discussion. Written work will become part of each student's evaluation portfolio.

BEYOND THE LESSON

Integration and/or Extension Ideas

Have students write a journal entry from the point of view of one of the characters dealing with the situation.

notes

LESSON 10: CULMINATION: FIRST COMES LIKE, THEN COMES LOVE

OVERVIEW

Activities in this final lesson focus on partners' ability to predict the future success of their situational couple based on their knowledge of what it takes to sustain a marriage. Using imagination together with learned concepts, partners will present a projected view of their couple ten years into the marriage.

VOCABULARY

No new vocabulary

MATERIALS AND EQUIPMENT

Students will need pens, paper, and journal to submit for evaluation.

INTO THE LESSON

Students form the same pairs they had for Lessons 6-9.

THROUGH THE LESSON

Activity

Instruct students to discuss in pairs, then write a projected view of their couple ten years into the future. Students should be creative, but also stay within the limits of their situational couple.

Evaluation

Evaluation should be based on the teacher's analysis of journal entries that apply to lessons 6-9, as well as written descriptions/reactions for lessons 7, 8, and 9.

BEYOND THE LESSON

Integration and/or Extension Ideas

Go around the room and ask each pair of students to describe their couple briefly, including the situations they faced, and their projected future.

notes

BOOKS

- Adderholdt-Elliott, M. (1987). *Perfectionism*. Minneapolis, MN: Free Spirit. This book discusses perfectionism, outlines skills for recognizing it in oneself, points out its destructive qualities, and provides strategies for dealing with it in positive ways. Chapter 4, "What Perfectionism Does to Your Relationship" is especially pertinent to this curriculum. Targeted at teenagers.
- Allred, H. & Graff, T. (1979). *Couples' handbook for effective communication*. Provo, UT: Brigham Young University Press. Source cited in Time for a better marriage. Used in Unit 4, Communication, Lesson 5. Authors proposed theory of vertical and horizontal communication.
- Anderson, R. & Guernsey, D. (1985). *On being family*. Grand Rapids, MI: Wm. B. Eerdmans. Written by two marriage and family counselors. Theologically oriented, it nevertheless is pertinent to discussion of family relationships. See especially chapters 3,4, and 5.
- Bronfenbrenner, V. (1979). *The ecology of human development*. Cambridge: Harvard University Press. Develops the concept of human ecology. Used with Eddington (1985).
- Dinkmeyer, D. & Carlson, J. (1984). *Time for a better marriage*. Circle Pines MN: AGS. Stresses communication skills, building trust, responsibility. Written in a workbook-like format with self-evaluation, role playing, questioning, and other devices provided for a systematic program. Although written for married couples the ideas are adaptable for use in other contexts dealing with relationships.
- Dow, M. (1990). *Teaching techniques that tantalize*. Dubuque, IA: Kendall/Hunt. A collection of reproducible ideas and activities to promote thinking, stimulate creative writing, and build self-esteem. Grades 2-12.
- Eddington, A. (1985). *The nature of the physical world*. Ann Arbor, MI: University of MI: University of Michigan Press. Chart of human ecology.
- Edwards, B. (1979). *Drawing on the right side of the brain*. Los Angeles: J.P.Tarcher. Exercises to strengthen the right brain and expand the use of the whole brain.
- Educational Leadership, V 46(2). (October, 1990). *An issue describing the 4MAT System and its applications to instruction*.
- Getzoff, A. & McClenahan, C. (1984). *Step-kids: A survival guide for teenagers in stepfamilies*. NY: Walker Press. Useful practical tips for teenagers in adapting to stepfamily life. Grades 6 and up.
- Glenn, H. & Nelson, J. (1989). *Raising self-reliant children in a self-indulgent world*. Rocklin, CA: Prima Publishing. Systematically develops the concepts involved in perceptions of one's capabilities, self worth, and personal control over one's environment; describes skills involved in developing successful interpersonal and analytical capacities and in decision-making.
- Hodden, E. (1990). *Understanding social issues: Stepfamilies*. NY: Gloucester Press. Includes factual information about stepfamilies, situations, potential problems, and sources of help.



BOOKS

- Jenness, A. (1990). *Families: A celebration of diversity, commitment, and love*. Boston: Houghton-Mifflin. Children and teenagers tell what their families mean to them. All types of families are included. To be read by older children, and to younger children.
- Keirsey, D. & Bates, M. (1984). *Please understand me*. Delmar, CA: Prometheus Nemesis. This book provides analyses of character and temperament types. Materials for use with groups are available for purchase and are reasonable in price. At this writing individual "tests" are 25¢ each. Gives good insights into individual behavior and conflicts within relationships; compares favorably with Meyers-Briggs types indicator which is expensive and requires course enrollment for use.
- Kolb, D. A. (1976, 1985). *The learning style inventory*. Boston: Mc Ber. Individual diagnostic inventory.
- Krueger, O. & Thuesen, J. (1992). *Type talk at work*. New York: Delacorte. This follows a previous work on personality types by the same authors, and is specifically aimed at understanding personality conflicts on the job. An extensive section on the teaching workplace is included.
- Larsen, E. (1986). *Successful relationships are a matter of skill*. St. Paul, MN: International Marriage Encounter. Discusses communication, mutual expectations and respect, and feelings. Focuses on analyzing one's own personality characteristics and how their manifestations affect the relationships with one's partner.
- Mace, D. (1985). *Getting ready for marriage*. Nashville, TN: Abington Press. Addresses issues affecting changing male/female roles in marriage and influences on the self that affect one's development.
- Mace, D. & Mace, V. (1977). *How to have a happy marriage*. Nashville, TN: Abington Press. This book has been written for couples who seek assistance in improving their marriages, and for marriage and family counselors. However, it contains suggestions for improving communication, and resolving conflicts which may be applicable to other relationships and situations as well.
- Mallett, H. (1973). *Keeping peace in the family*. Nashville, TN: Abington Press. This is a book that addresses relationships and conflict resolution among members of the nuclear and extended family. The author discusses basic human needs of affection, dignity, and security and points out difficulties which arise in today's family circle due to the fact that it is rarely together in one place. Sensitivity to others is stressed.
- Mayhall, J. & Mayhall, C. (1990). *Opposites attack: Turning differences into opportunities*. Colorado Springs: Navpress. Emphasis is on the complementary, rather than the conflicting, aspects of differences in marriage; provides suggestions for conflict resolution. The appendix (p.243) describes the Myers-Briggs Type Indicator, a questionnaire designed to facilitate understanding of the ways people prefer to take in information and make decisions.
- McCarthy, B. (1986). *The hemisphereic mode indicator*. Barrington, IL. Excel. Learning and thinking styles.

BOOKS / VIDEOS

- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley, CA: University of California Press. This is as Noddings states, "an essay in practical ethics from the feminine view." She asks what it means to care and to be cared for and asserts that moral decisions are after all, made in real situations with real people and cannot be limited to universal principles and their applications. This is a book about feelings, needs, impressions, receptivity, responsiveness, and relatedness. It is an intuitive look at moral education.
- Nofsinger, R. (1991). *Everyday conversation*. Newbury Park, CA: Sage Publications. Provides a clear, concise view of ways in which conversation affects life situations. (Research studies).
- Satir, V. (1976). *Making contact*. Millbrae, CA: Celestial Arts. Source cited in *Time for a better marriage*. Used in Unit 4, Communication: Lesson 3.
- Smalley, G. & Trent, J. (1989). *Love is a decision*. Dallas, TX: Word Publishing. The emphasis in this book is on communication skills within families, and nurturing strong family relationships.
- Springer, S. & Deutsch, G. (1989). *Left brain, right brain*, 3rd ed. NY: W.H. Freeman. This book is written in an interesting and readable manner, and is not too clinical. It discusses lateralization and dominance, facts and myths about left-handedness, and the relationships between cognitive styles and hemisphericity.
- Ting-Toomey, S. & Korzeny, F., eds. (1991). *Cross-cultural interpersonal communication*. Newbury Park, CA: Sage Publication. Provides in-depth knowledge of ways members of various cultures exchange information, especially focused on personal-level communication across cultures. Informs the practice of teaching in multi-cultural classrooms. Intercultural stress points, social postures, and identity seeking are discussed within the social, cognitive, and effective dimensions of a theoretical framework. (Research studies).

VIDEOS

- Sunburst Communications, 30 Washington Avenue, Box 40, Pleasantville, NY 10570-3498. Sunburst videos are presented in short sections of a few minutes each, followed by questions for discussion. Flexibility allows presentations to be spread over several class sessions. Each video comes with a teacher's guide.
- Communication: The person to person skill*. (1991) VHS. 37 minutes. Describes and demonstrates communication skills that can have positive effects on relationships with friends, family, and authority figures. Provides role-playing practice. Grades 7-12. Use for Unit 4.
- Between You and me: Learning to communicate*. (c1990). VHS. 20 minutes. Emphasizes good listening as well as clear speaking skills. Scenarios demonstrate that the ability to send and receive clear messages can make a difference in the quality of personal relationships. Grades 5-9. Appropriate for Unit 4.
- How to make good decisions*. (c1990). VHS. 39 minutes. Outlines techniques for individuals and groups to use in making decisions. Shows how to determine the real issue and brainstorm for alternatives. Grades 9-12. Appropriate for Unit 2.

VIDEOS / PRINTED MATERIALS

Yes? No? Maybe? Decision-making skills. (c1990). 20 minutes. Emphasizes the role of personal values in decision-making. Presents a five-step process for making sound decisions. Grades 5-9. Appropriate for Unit 2.

You can marry for keeps. (c1990). VHS. 30 minutes. Presents four couples at specific stages of marriage from newlyweds to several decades. Explores conflicts and problems that may arise. Emphasizes the importance of working together to create a good marriage. Grades 9-12. Can be used with 7-8 if appropriately introduced. Useful with Unit 6B.

The good marriage: It doesn't just happen. (c1990). VHS. 52 minutes. Underscores the importance of careful mate selection. Emphasizes the need for self-analysis in terms of values, beliefs, and expectations. Draws attention to the responsibilities inherent in marriage including the responsibility to work at it. Grades 9-12. Use with Unit 6B.

Educational Dimensions/A Random House Media Co. The following video can be ordered from: Crystal Productions, P.O. Box 2159, Glenview, IL 60025.

Using your creative brain. (1984). VHS. Teacher's guide. 42 minutes. Describes and demonstrates the functions of the brain and impact of brain dominance on learning, thinking, perception, and interactions.

PRINTED MATERIALS

ETR Associates/Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830. The company produces teachers' guides with some lesson plans for secondary level health related subjects. A few publications contain material which can be incorporated into key units, or used as extension material with careful planning. The following group of guides is from the Contemporary Health Series.

Curwin, R. (1990). *Entering adulthood: Developing responsibility and self-discipline.* Provides skills and techniques helpful in developing a sense of responsible behavior and a caring attitude. Useful with Unit 5.

Fox, I. (1990). *Into adolescence: Making and keeping friends.* Aims to positively affect students' attitudes and behaviors in making and maintaining friendships. Grades 7-8. Useful with Unit 5 or 6A.

Hubbard, B. (1989). *Entering adulthood: Living in relationships.* Designed to enhance students' abilities to develop and sustain good relationships with the significant people in their lives. Grades 9-12. Useful with Units 3, and 5, and 6A.

Middleton, K. (1990). *Into adolescence: Communicating emotions.* Demonstrates positive ways of expressing and responding to strong emotions. Emphasizes the destructive aspect of inappropriately expressed emotions. Useful with units 3, 4, and 6.

Post, J. (1989). *Into adolescence: Living in a family.* Provides skills and perceptual clues for developing positive family interactions. Grades 7-8. Useful with Units 2 and 3.

CASSETTES

The music maestro. (1989). #084. Whitney Houston. Includes "The Greatest Love of All."

The music maestro. (1989). #002. Michael Jackson. Includes "Man in the Mirror."



PROGRAM EVALUATION

The purpose of this program evaluation is to solicit information which may be helpful in strengthening the program for the educational benefit of the students and/or the usefulness of the teachers. Comments should be constructive and as specific as possible. Please return your evaluation to:

Kay M. Reed, Reed & Associates, 728 Coventry Road, Kensington, CA 94707

KEYS TO SUCCESS: IN MARRIAGE AND OTHER IMPORTANT RELATIONSHIPS

Program Evaluation

Respondent _____ Title _____

Address _____ City _____

State _____ Zip _____ Phone _____

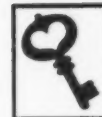
School _____ No. of Participants _____

Program Presentation Date _____ Grade Level(s) _____

Yes No

- | | | |
|---|--------------------------|--------------------------|
| 1. Was the format easy to use?
If not, how could it be made better? | ☐ | ☐ |
| 2. Were the materials appropriate and helpful?
If not, how could they be improved? | ☐ | ☐ |
| 3. Were the teaching strategies appropriate to the desired outcome?
If not, in which units and how? | ☐ | ☐ |
| 4. Were the goals and objectives clear and comprehensive so that all students had the possibility of attaining them? | ☐ | ☐ |
| 5. Did the program generate interest and a desire to participate among students?
If not what were the reasons? | ☐ | ☐ |
| 6. Did the students feel that the programs worked for them? | ☐ | ☐ |
| 7. Did students begin to develop skills necessary to become successful marriage partners? | ☐ | ☐ |
| 8. Were students able to communicate more effectively with adults and one another as a result of participation in the program? | ☐ | ☐ |
| 9. Did students develop appreciation and respect for people of different cultures and lifestyles as a result of participation in the program? | ☐ | ☐ |
| 10. Did any unexpected outcomes occur? If yes, what were they and why do you think this happened? | ☐ | ☐ |

SAMPLE LETTER TO PARENTS



Date

Dear Parent/Guardian,

On _____ students in _____
date *class*

will begin a program based on a curriculum entitled **Keys to Success in Marriage and Other Important Relationships**. This program is designed to help students develop the skills necessary for establishing and maintaining sound interpersonal relationships in important aspects of their lives. These include school, the workplace, and the home. It is hoped that the material presented will be of ongoing value to participants.

The focus of this program is not on sexual relationships which are dealt elsewhere in the school curriculum, but on the need for communication, commitment, and caring in those relationships which are central to our lives. Since communication is a major emphasis of the program students will be encouraged, and in some instances expected to discuss the course material at home.

A parent information meeting will be held on _____ at _____
date *time*

At that time a short sample lesson will be presented and any questions or concerns you may have will be addressed.

Sincerely yours,

Instructor

Principal